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ABSTRACT

This teaching guide, one in a series of K-6 guides, contains classroom activities dealing with citizenship education for use with children in fifth grade. The purpose of the series is to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others. There are three units of study. Most of the units are self-contained. However, some of the activities do require the use of publisher available resources. In Unit I, "Understanding Self and Others," students learn about feelings, responsibility, and conflict. Unit II, "Understanding Society," examines rules and authority. Protective strategies is the topic studied in Unit III, "Understanding Safety and Crime Prevention." Students are involved in many different kinds of activities. Some examples follow. In one activity the class reads and discusses the Bill of Rights. The class is then divided into small groups. Each group is given a conflict situation and asked to figure out which rights are in conflict. Then they are to come up with a solution. One of the activities dealing with responsibility involves groups of students acting as a judge for the "Gingerbread Man Case Study." The unit on "Understanding Society" involves students in reading and comparing the "Code of the West" and the "Rules of a Mining Company." In other activities, students play a values match game, read and discuss short selections, listen to guest speakers, analyze cartoons, and produce a play. The guide concludes with a listing of print and nonprint student materials.
(Author/RM)

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JETS

JUSTICE EDUCATION TEACHING STRATEGIES K-6, 5.

SO 013 218

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JETS

JUSTICE EDUCATION TEACHING STRATEGIES

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FOREWORD

JUSTICE EDUCATION TEACHING STRATEGIES: K-6

Justice Education Teaching Strategies (JETS) has been developed to:

1. promote and maintain positive student attitudes and behavior:
   — to have students develop activities to affect value judgments
   — to give a more positive but realistic view of law and people who administer the law
2. assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others:
   — to increase knowledge of civil and criminal law
   — to increase knowledge of procedures used by police and other criminal justice agencies

The program provides learning objectives and activities that will enhance these goals. JETS has been integrated with other material developed by the Pennsylvania Department of Education as Justice Education and Community Action (JECA). Previous PDE work in this area has produced two sets of useful educational competencies for schools — *Law-Related Education Competencies* and *Consumer Education Competencies*. In most cases the purposes or objectives for the particular JETS lessons come directly from these competencies. Thus JETS constitutes one framework, a beginning, for successful incorporation of justice education at the elementary school level in support of citizenship education.

The JETS curriculum is developmental with regard to scope and sequence; yet each booklet stands on its own as a curriculum construct for an individual grade level. The booklets are not long and it is not expected that they alone will constitute the sum and substance of citizenship education for students. Supplementary ideas are included throughout each booklet. The key to the success of any justice education program is the cooperation and utilization of area justice personnel by the teacher in implementing such a program. The teacher must realize and the parents must support this cooperative effort on the part of school, home and community. Many people pay lip service to such an ideal, but citizenship education will only succeed in the short and long range if this cooperation is present and visible.

this symbol denotes additional suggestions to teachers.

UNIT I

Understanding Self and Others

PURPOSE:

Criminal and quasi-criminal acts are prevalent. Although most young students are rarely involved in criminal activity, all are potential victims and law-breakers. When attitudes and feelings toward rules, laws, authority, conflict resolution and citizenship responsibilities develop negatively, the results are likely to be more misbehavior, criminal activity, and victimization.

In Unit I, better conduct and more responsible behavior are encouraged through examination of feelings (attitudes/values) of self and others. Emphasis is placed on the individual's rights and responsibilities within his community.

OBJECTIVES:

- The student will identify rights protected by laws.
- The student will demonstrate an awareness of how responsible behavior may be encouraged.
- The student will demonstrate dual responsibilities and rights of: parent-child, teacher-student, citizen-government, friend-friend, and business owner-customer.
- The student will demonstrate a knowledge of various methods of settling disagreements.

Values

THE THING I VALUE (inquiry, discussion)
VALUES MATCH (game)
VALUE RANKING (ranking)*
CONSUMER CHOICES (consumer)
Making Choices (decision making)

Rights

SNOWFORT (rural and city)
RIGHTS IN CONFLICT (discussion, opinion)
VOTING STRATEGY ON FREE SPEECH (voting)

Responsibilities

RIGHTS AND RESPONSIBILITIES*
THE COLOSSAL I-DON'T-HAVE-A-PENCIL-PROBLEM
SPILT MILK (discussion)
WHAT SHOULD JOHN DO? (discussion)*
LABELING (consumer)
YOU BE THE JUDGE (opinion)

Conflict

RESOLVING CONFLICT POSITIVELY (teacher information)
I WAS SO ANGRY WHEN . . . (completion)*
IT'S UP TO YOU (ranking decisions)*
HARVEY'S DILEMMA (rural america)
Decisions and Conflict (decision making)
The New Grocery Store (city)
The Eavesdropper (girls, drugs)
Dear Aunt Blabby (creative writing)
I Can Solve It (writing)

Corrections

SCOOP ON SCHOOL (school situation-small scale incidents)
SENTENCING (more adult situations)

* STUDENT WORKSHEET provided

VALUES

THE THINGS I VALUE

Purpose: To reinforce the concept of values

DISCUSS:

1. What does it mean to value something?
   - to have a strong feeling or belief about something
   - to prize or to cherish
   - to act on one's beliefs

   VALUE: something considered important and worthwhile
2. How are values formed?
   - parents and families pass on their values to us
   - religious teaching
   - imitating our friends (peer pressure)
   - what we read or see on television
   - through teacher's actions
   - things we study at school
   - by assuming the values of our society (freedom, privacy, free speech, etc.)
   - through things that happen to us
   - sometimes we determine our own values without outside influence
3. What might cause values to change?
   - experience (e.g. illness, changing schools)
   - friend's influence (e.g. peer pressure)
   - events (e.g. war, technology)
   - growing up (e.g. attitudes toward opposite sex change as we mature)

VALUES MATCH

Purpose: To show that people's values can be alike or different

This game is adapted from the Match Game on television.

SELECT:
- two students to be the contestants
- one student to be the Master of Ceremonies
- six students to be the panel and provide them with sheets of paper and a pencil
- the rest of the class will be the judges who are to decide if there is a match

Cards with open-ended sentences should be prepared in advance and placed in a stack.

EXAMPLES:
- If I play fair, I value _____.
- If I throw litter in a trash can, I value _____.
- If I complete a job, I value _____.
- If I go to school, I value _____.
- If I respect police officers, I value _____.
- If I watch out for my own and other's belongings, value _____.
- If I am nice to other people, I value _____.
- If I respect school patrols, I value _____.

The master of ceremonies selects a card from the stack and reads the sentence. Each panel member writes his/her own ending without comparing answers. The master of ceremonies then asks one contestant to give an oral answer to the same sentence. (Students should be encouraged to express personal feelings and not try to guess what the panel will write.) **The panel members then show their endings. The contestant gets one point for each panel member's answer that his/her answer matches. The remainder of the class decides if it is a match. The procedure is repeated with each contestant getting two turns. The contestant getting the most points at the end of round two wins. The winning contestant then selects the panel member he/she wishes to replace. The panel member then becomes part of the audience, and two new contestants are chosen.**

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VALUE RANKING
(STUDENT WORKSHEET Page 30)

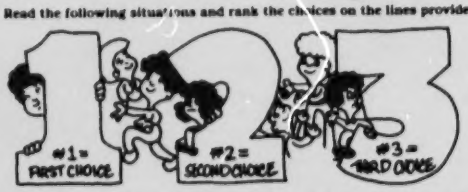
Purpose: Student will determine benefits and costs of responsibility

Distribute the worksheet and have students read each situation and rank the choices on the lines provided (#1 = first choice, #2 = second choice, #3 = third choice).

After the ranking is completed, have students look at the list of values at the bottom of the worksheet and assign a value to each of the choices above, writing them in the parentheses. A value can be used more than once.

Value Ranking

Read the following situations and rank the choices on the lines provided.



A. If you were chosen captain of a team, which of these would be most important to you?
_____ being liked by everyone on the team ( )
_____ being a good leader and organizer ( )
_____ winning the game ( )

B. If you saw a friend shoplifting, which action would you consider most important?
_____ pretend that you didn't see it so you won't get involved ( )
_____ tell your friend you saw him and that he shouldn't do it ( )
_____ report it to the police or store manager ( )

C. In doing your homework, which do you consider most important?
_____ getting it done quickly ( )
_____ going slow and making it neat ( )
_____ checking your work carefully ( )

D. If you were going to buy a sweater, which of these would be most important to you?
_____ the price and quality ( )
_____ the one popular with your friends ( )
_____ the one which is different from any you have seen ( )

E. If you were going to judge the best art project, which would you consider more important?
_____ who had done the project ( )
_____ the most creative project ( )
_____ the one the teachers liked best ( )

Choosing from the following list, assign a value to each of the choices above and fill them in the parentheses. Each value can be used more than once.

winning	**uniqueness**	**leisure time**	**friendship**	**leadership**
popularity	**accuracy**		**safety**	**skill**
authority	**law**		**neatness**	**thrift**

Discuss the students' rankings and value assignments. Do not make any judgments as to whether they are right or wrong. Emphasize that we often have to make choices between things that we value.

Teacher's Notes...

CONSUMER CHOICES

CONSUMER CHOICES

Purpose: Determine their individual consumer values and compare them with those of their peer group

Ask the students, what is the meaning for the word consumer? Then ask who are consumers? What do they like to buy? Explain that the next activity will give them a chance to see what influences their selections, and to think more about being a consumer.

From *I Am Not a Short Adult*, Marilyn Burns, illustrated by Martha Weston, published by Little, Brown and Co., 1977

Here's an exercise to size up your consumer habits. For each question, you rank the choices. That means to decide which you think is the best choice, the next best, and down to the one you like the least. There are no right or wrong answers. Your answers will give you clues to your consumer practices. It may help if you think of some purchase you've made recently when you answer the questions. Not a snack, but something you bought to use.

1

Which influences you most to buy something?

- A friend has one and likes it
- You saw it advertised on TV or somewhere else
- You saw one somewhere and it looked good

2

Sometimes you get something new and it breaks really quickly. Why do you think this generally happened?

- It wasn't made very well
- You were too rough with it
- You used it incorrectly

4

3

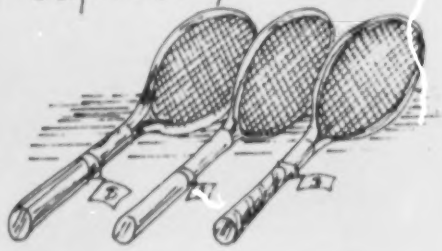
If you bought something that broke too easily, what would you do?

- Try to fix it.
- Throw it away.
- Take it back to the store.

4

Suppose you decided to buy something and there were different models to choose from. How would you decide?

- Ask a salesperson in the store.
- Read the box it came in.
- Ask a friend who has one.
- Ask one of your parents.
- Buy the one you saw on TV.



5

What do you think is true about most advertisements?

- Advertisements are a helpful way to learn about stuff you might want.
- Advertisements don't tell you the truth about products.
- Advertisements do their job of getting you to spend your money.

Is there any way to be really sure when you are making a purchase? Probably not. Even when you ask people who are interested in helping you to make a wise choice, you may get different answers. Their feelings may help you, but facts are important.

Making Choices

Purpose: Student will identify and describe a conflict of values in a given situation, and pose possible solutions to the problem

Read the following case studies to your class and allow time for discussion of the questions following each case study. Have students try to identify the value which caused them to make the decision.

Pet's Suffering vs. Family's Loss

A family has a very old dog. It is 10 years old. His legs are weak, and his eyes are bad. But the family really loves him and doesn't want to give him up. The vet says it is best to "put him to sleep." The dog is in a lot of pain. What should the family do?

Traffic Laws vs. Emergency Situation

A man's wife is having a baby. On the way to the hospital, a police officer pulls the man over for doing 70 mph in a 55 mph zone. Has the man broken a law? What should the police officer do? If you were a police officer, what would you do?

School Responsibility vs. Home Emergency

Tommy is supposed to have three days of achievement tests at school. Both parents work, and Tommy keeps his little sister until the babysitter comes. On Tuesday, after his parents had gone, the babysitter called and said she was sick and could not come. What should Tommy do? Which is more important—for his parents to stay at work and make money or for Tommy to go to school and take his tests? What would you do?

Friendship vs. Respect for the Law

Diane and Laurie were best friends and did everything together. They were at the park, and a ball game was going on. They couldn't see, because you had to have tickets to get in. Diane wanted to climb the fence, but Laurie felt that it was wrong to try to sneak in. The next thing Laurie knew was that Diane was on the other side saying, "Come on Laurie, it's easy!" What should Laurie do? What would you do?

Teacher's Notes...

RIGHTS

SNOWFORT

Purpose: Provided with case studies involving problems of personal and property rights, the student will propose and substantiate a solution.

Key Question: What are rights?

1. Have children discuss what they think rights are. (Just claims or privileges, according to law.)
2. Have the students name some rights, they feel are important to themselves.
3. Tell the class: You are going to be divided into small groups to discuss a situation where rights are in dispute. The groups will need to decide what are the rights of the boys, and what are the rights of the girls. Each group is to solve the problem in the fairest way possible.

The boys have built a snow fort on the playground at school. The girls want to play in it. Who owns the snow fort? Who owns the snow? Who owns the playground?

The playground is used by both boys and girls. Do the girls have a right to use the snow fort on the playground?

The boys did all the work of building the snow fort. Does this give them the right to decide who should play in it?

How would you decide? What do you think would be fair?

From *Foundations of Justice*
Charles E. Merrill Pub. Co.
A Bell & Howell Co.
© 1975

Teacher's Notes...

RIGHTS IN CONFLICT

Purpose: Demonstrate an understanding of basic human rights, as noted in the Bill of Rights

Read together the article on the Bill of Rights. Discuss the ten rights which are listed.

Divide the class into small groups. Each group will have a conflict situation. They are to figure out which rights are in conflict. Then they are to come up with a solution.

After each group is finished, discuss as a whole class the rights and solutions. At that time, you can tell the courts' decisions.

The Bill of Rights

Amendments:

1 - Our freedom of religion, speech, and press; our right to meet in groups; our right to ask the government to correct any unjust actions.
2 - Our right to have arms — or weapons.
3 - Our right to prevent soldiers from being stationed in our houses.
4 - Our right to privacy against unlawful searches and seizures.
5 - Our right to remain silent if accused of a crime.
6 - Our right to trial by jury in crime cases.
7 - Our right to trial by jury in important cases between private citizens.
8 - Our right against being given cruel or unfair punishments by a court of law.
9 - Because some rights are listed in the Constitution does not mean that we do not have other rights not listed.
10 - Powers not given to the U.S. (or federal) government by the Constitution belong to the states or to the people.

The guns of World War II were blazing. And from 1941 to 1945 the United States was in the thick of the fight. Many Americans thought it was important to show loyalty to the country. One state, West Virginia, ordered its teachers and students to salute the flag every school day. They also had to say the Pledge of Allegiance. Any student who refused would be sent home from school. He would not be allowed to return until he agreed to obey the order.

A religious group called Jehovah's Witnesses objected. They asked to have their children excused from the flag ceremony. The group said this was against their beliefs. Jehovah's Witnesses believed that the law of God was higher than the laws of any government. They thought that God's law forbade the worship of any man-made thing or sign. So they believed that it was wrong for them to say a pledge to a flag. The Jehovah's Witnesses offered instead to say a pledge of allegiance to God and to "respect" the U.S. flag.

West Virginia school officials refused to accept this offer. They sent the children home from school. The officials warned that the parents would be arrested. They also said that the children would be sent to reform school.

The Jehovah's Witnesses brought their case to court. They said they had been denied their freedom of religion. They added that the order to recite the pledge also denied them their freedom of speech. This case eventually came to the U.S. Supreme Court.

1. Did the school officials' order limit the Jehovah's Witnesses' right to freedom of religion? Did it limit their right to freedom of speech? Why?
2. Would the rights of other people be hurt in any way if the Jehovah's Witneses did not take part in the flag ceremony?
3. How would you have decided this case? Why?

From *Law in a New Land*, Houghton Mifflin Co. © 1972 by Law in American Soc. Foundation, Inc.

Rights in Conflict

Objective: Demonstrate an understanding of the basic human rights, as noted in the Bill of Rights

The first ten amendments are called the Bill of Rights. They list certain basic rights given to the people of the U.S. to protect them from an abuse of power by the government.

Problems arise when one person's right comes into conflict with another person's right. You might say you are free to wildly wave your arms any way and any time you want. But when does this right to wave your arms stop?

Major questions dealing with peoples rights in conflict present some of the hardest problems for society. People come to a better understanding about what is fair when they have to decide what should be done when the rights of two people conflict.

The following cases offer examples of basic rights in conflict. Be sure to identify what the basic rights are of each person in each story. For example, in the Botein Story one has to decide which is more important: The right of the Conleys to privacy, or the right of the Boteins to get their property back.

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Note to Resource Person:

Each of these cases deals with complex constitutional questions. You might invite a lawyer or a law student to the class to explain what the current laws are, and the reasons the court has given for their decisions concerning some of these issues.

Several years ago Willy Allen was convicted of armed robbery and murder and sentenced to death in the electric chair. They strapped Willy into the chair and pulled the switch. Willy Allen did not die. The electric chair failed to work.

Is it right to try again to execute Willy Allen? Why? Why not?

Whose rights are in conflict here?

Note to Resource Person:

ISSUE: What right should the law hold most important — the right of Willy not to suffer cruel or unusual punishment granted to him by the 8th Amendment, or the right of society to be protected adequately from criminals like Willy?

IMFORMATION: This was based on an actual case in 1947 (Louisiana ex rel Frances v. Resweber (1947) 329 U.S. 459). At that time the Supreme Court decided to carry out the sentence and electrocute Willy Allen. Recently, the Court has strictly regulated the use of capital punishment. Whether or not capital punishment should be used against people convicted of very serious crimes continues to be a controversy in our society.

Cases of Rights in Conflict:

Mr. and Mrs. Botein could not find their tape recorder anywhere. A neighbor said that the Conley family that lived across the street and had teenage boys had a tape recorder that looked just like the Botein's. The Boteins got mad and demanded to look in the Conley's house for their tape recorder.

Do the Boteins have a right to do this? Why? Why not?

What if one of the neighbors had said that they had seen one of the Conley boys take the tape recorder across the street from the Boteins into his own home?

Students could split into groups to discuss the following cases or the class as a whole could talk over each case. Make sure the students understand the issue to be decided in each case so that discussion does not get too far afield. These stories present issues with which society and the courts are still grappling. Point out that there are no absolute right or wrong answers to these questions.

Note to Resource Person:

ISSUE: What right should the law hold most important — the right of the Conleys to privacy, or the right of the Boteins to get back their property?

INFORMATION: The Courts have set down certain regulations to insure peoples' right to privacy. By law a search warrant issued to a police officer by a judge would be needed before a search of the Conley's house could be made. There must be good evidence to prove that the Botein's tape recorder was actually in the Conley house and had been stolen before a search warrant could be issued.

The regulations arise from the way the Supreme Court has chosen to interpret the 4th Amendment.

Brigham was a Mormon. The Mormon Church taught that men could have more than one wife. Brigham was a devout and religious man and strictly followed all the teachings of the Church. However, there was a law in the Utah territory that said Brigham could have only one wife at a time.

Should Brigham be forced to give up one of his two wives? Why? Why not?

Whose rights came into conflict in this situation?

Note to Resource Person:

ISSUE: What right should the law hold more important — the right of Brigham to follow freely the teachings of his Church; or the right of the good order of society not to be upset by actions that significantly disrupt it?

INFORMATION: This story is taken from Reynolds v. U.S. (1878) 98 U.S. 145.

In 1862 Congress passed an Anti-Bigamy Act which made it a crime called bigamy for a person to have more than one husband or wife alive at the same time. The U.S. Supreme Court ruled against Rey-

nolds (1878) stating that Congress had the power to regulate the form of marriage in the United States.

"Marriage, while from its very nature a sacred obligation, is nevertheless in most civilized nations, a civil contract, and usually regulated by law. Upon it society may be said to be built, and out of its fruits spring social relations and social obligations and duties with which the government is necessarily required to deal."

John and Mary Beth Tinker decided to wear black armbands to school. The school allowed the students to wear symbols like political buttons, but the principal told the Tinkers they would not be allowed in school wearing armbands. They decided to go to school wearing the armbands anyway. Their armbands symbolized their protest of the Vietnam War. Some students just outside of the school got angry at John and Mary Beth for wearing armbands. The principal sent them home and refused to let them come back to school if they wore their armbands.

Should the Tinkers be allowed to wear armbands to school if they wish?

The Tinkers did not say any words of protest. Does the First Amendment apply to wearing armbands? Do you think it should? Why? Why not? Whose rights are in conflict here?

Note to Resource Person:

ISSUE: What right should the law hold more important — the right of the Tinkers to express freely their ideas; or the right of the school to protect good order?

INFORMATION: In Tinker v. Des Moines School District (1969) 393 U.S. 503 the Supreme Court ruled in favor of the Tinkers, since it was an orderly and symbolic expression of free speech.

Justice Fortas said:

"It can hardly be argued that either students or teachers shed their rights to freedom of speech or expression at the schoolhouse gate."

He stated also, "that any conduct by students which materially disrupts or causes a substantial disorder or invasion of the rights of others, is, of course, not protected by the Constitutional guarantees of freedom of expression."

Preceding cases taken from:
Lawmaking, Law in Action Series
West Publishing Co., 1975
Riekes-Mahe

VOTING STRATEGY ON FREE SPEECH

Purpose: Student will demonstrate an understanding of the basic human rights, as noted in the Bill of Rights

Discussion: What does "freedom of speech" mean? Tell the class they will be voting on their agreement or disagreement with statements dealing with freedom of speech.

Strongly agree	-wave raised hand
Agree	-raise hand
Not sure	-cross hands
Disagree	-thumb down
Strongly disagree	-waving thumb down

Poll your class. Come back afterwards to questions that the kids are on the two extremes and interview them for their reasoning.

1. Everyone has the right to say whatever they want to at any time.
2. Your worst enemy can describe your faults to a group of your friends.
3. Your best friend can criticize what you do.
4. Your parents should allow you to speak freely and question their rules.
5. Teachers shouldn't say "hell," "damn," or any swears in the classroom.
6. You should tell the police if you see your best friend shoplifting from a store.
7. Your little brother, sister or cousin makes too much noise.
8. A Communist has the right to speak at a meeting and encourage the people to kill the president.
9. It's all right to yell "fire" in a crowded theatre as a practical joke.
10. Anyone can protest when they are unhappy with the rules around them.
11. Anyone can protest by hijacking a plane.
12. You should be free to say things that might put other people in danger or your country in danger.

From Harriet Bickelman

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RESPONSIBILITIES

Rights and Responsibilities
(STUDENT WORKSHEET Page 31)

Purpose: The student will demonstrate some dual responsibilities and rights of teacher-student and citizen-government

DISCUSS:

1. What does it mean to have a responsibility?
   - having a job to carry out
   - something that is your duty to do

   RESPONSIBLE: carrying out a job or doing what you are expected to do
2. What does it mean to have the "right" to something?
   - a privilege given by the law
   - something that all American citizens can claim
3. How are rights and responsibilities related?
   - having rights often depends on meeting certain responsibilities
   - rights are dependent on each member of a group meeting the expectations of the group as a whole

Distribute the student worksheet. Have students match each right with a corresponding responsibility. Allow students to write a right/responsibility of their own.

Rights and Responsibilities

Read each "right" in the chart below and write in a corresponding "responsibility". Write a "right" and "responsibility" of your own in the space provided.

Every student has the right to ...	Responsibility
1. a clean lunchroom	Students should clean Their own lunch area
2. own property	
3. a safe school	
4. a clean community	
5. express their ideas and beliefs	
6. a safe community	
7.	

RESPONSIBILITIES:

- Students should respect the ideas and beliefs of others. 5
- Students should report crime to the proper authorities. 6
- Students should clean their own lunch area. 1
- Students should care for and protect their private property. 2
- Students should obey rules and laws. 3
- Students should not litter or pollute. 4

Discuss the answers and emphasize why all citizens must accept their responsibilities in order to live in a just and orderly society.

THE COLOSSAL I-DON'T-HAVE-A-PENCIL PROBLEM

Purpose: The student will demonstrate an awareness of how responsible behavior may be encouraged.

Key Question: Who needs to fulfill their responsibility?

Read the cartoon. Have the students talk about solutions to the problem, and discuss who is responsible for the problem. Read together the section next to the cartoon and answer the questions posed.

From *I Am Not a Short Adult*
Marilyn Burns, illustrated by Martha Weston, A Brown Paper School Book, published by Little, Brown, & Co. (Boston) 1977

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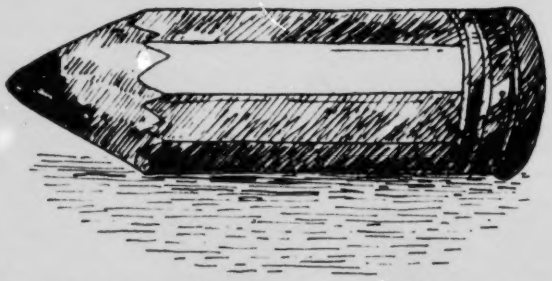
The first word is
I don't have a pencil!
Now.
The first word
I don't have a pencil!
Borrow one. The first word is
I don't have a pencil, either!
OK! Who doesn't have a pencil?

The Colossal I-Don't-Have-a-Pencil Problem



There is a problem that teachers all have to face sometime. And they have to decide what to do about it, so they don't go totally bats in the classroom. The problem: what to do when a kid says, "I don't have a pencil."

Does this happen in your class? If not, maybe your teacher has a good solution. What do you do if you don't have a pencil?

Now maybe this doesn't seem like a really important part of a teacher's job. Your teacher is supposed to be helping you learn, not worrying about pencils. How does worrying about pencils help you learn? Well, you answer that one.

What would you do about kids who don't have pencils, and they tell you just when you're about to give the first word of the spelling test? Think of as many solutions to the problem as you can. Then decide which you think would least interrupt the kids' learning. Maybe you could share your thinking with your teacher. You might be doing a big service.

What other problems, like this one, do teachers face that get in the way of teaching kids? Try making a list called Everyday Problems That Can Drive the Teacher Nutty. See how you would solve them. It might help you decide if you'll ever become a teacher.

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SPILT MILK

Purpose: Student will demonstrate an awareness of how responsible behavior may be encouraged

Have the class divided into small groups discuss the dilemma situation. Then as a whole class decide on a good responsible solution.

Pam, Robin, and Johnny were racing their bicycles down the sidewalk. Just as they neared the corner, Robin ran into Helen, knocking her to the ground. Helen had been to the store for her mother. She had been in a hurry, because the baby was crying, and there was no milk in the house. The bottle Helen was carrying broke as she fell to the ground.

What effect do you think such an experience had on each of the kids?

Who was responsible for replacing the broken bottle?

How would you go about determining who was right or wrong?

If you could make a rule for such an incident, what would it be?

From *Law in the Social Studies Program*
Lincoln Filene Center for
Citizenship and Public Affairs
Tufts University
Medford, Mass. 02155
© 1972

What Should John Do?

(STUDENT WORKSHEET Page 32)

Purpose: Provided with case studies involving problems of personal and property rights, propose and substantiate a solution. The student will demonstrate some dual responsibilities and rights of teacher-student and friend-friend.

Select a group of students to produce the play for the class. Allow time for rehearsal. Following the presentation, discuss the narrator's questions.

What Should John Do?

Narrator: John had been staying after school for help with make up work. As he came out of the school building, he saw Tim, one of his classmates, over by the bike racks. John wondered what Tim was doing stooping down by the wheels. As he came nearer, he could see that Tim was letting air out of the tires. Suddenly Tim looked up and saw John. Tim jumped up and ran off. The next morning Miss Wilson spoke to the class.

Miss Wilson: Yesterday someone let the air out of some bicycle tires again. This has happened many times. Most people ride bicycles to school because they have too far to walk. If any of you have any information that might help, I wish you would come and tell me about it sometime soon.

Narrator: John looked at Tim, who kept his head turned away, and seemed to be very busy putting a book in his desk. That afternoon, John discussed the problem with his mother.

John: I just don't know what to do about it, Mom. Tim shouldn't have done that, but I'm not sure I want to tell the teacher about it.

Mother: What do you think will happen if you don't tell Miss Wilson?

John: Well, he might just keep letting the air out of the tires.

Mother: Yes, he might.

John: If one of the bike riders finds out I knew, they might be mad at me for not telling.

Mother: Yes, they could be.

John: Or Tim might just stop letting the air out of the tires, because he'd be afraid I'd tell he did it again.

Mother: That's a possibility.

John: But it really isn't any of my business. It's not my responsibility to tell on Tim.

Mother: Why don't you think it is?

John: Because I don't even have a bike.

Mother: Is that the way people should treat each other?

John: Well, maybe I should ask Tim why he let the air out of the tires.

Mother: Yes, maybe you should, John.

Narrator: What responsibilities does John have, and to whom? Why? What responsibility does Tim have? What consequences should Tim have to accept? If Tim continues, and John does nothing, what consequences should John have to accept? What would you do if you were John?

Class members may role play some possible solutions.

Dimensions for Living K-3. Health-Welfare-Recreation Council, Norfolk, Virginia, p. 114.

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LABELING

Purpose: The student will demonstrate some dual responsibilities and rights of business owner and customer

Key question: What is one important responsibility we have as a consumer?

From *Young Consumers*
"Law in Action Series" by Rickes-Mahe, West Publishing Co.
© 1975

Bring in labels from cans, boxes, clothes, bottles, tubes, etc.

1. What is the purpose for having labels?
2. Describe the labels you brought in (even the small print!!)
3. Decide what information on a label is most important to the buyer. By law the contents on a package are listed in order of greatest amount in the item. For example, if tomatoes are listed first on a tomato soup label then the soup has more tomatoes than anything else, but if water is listed first then the soup has more water than anything else.

Look at the food labels you brought from home. Read the list of ingredients (or the contents) to discover what amount there is most of_____least of_____

4. Why is this important information to know?

TEACHER NOTE:

The Food and Drug Administration attempts to deal with the problem of faulty labeling. But with new products being marketed and products being changed constantly their job is enormous. Contact the branch of the Food and Drug Administration office in your city or send any labels you think are dishonest to the Food and Drug Administration Headquarters in Washington, D.C. Tell them why you think labels are dishonest.

ALWAYS READ LABELS CAREFULLY!!!!!!

Livia paid $30 for a hat marked racoon fur. She just loved the hat. One day when she was wearing the hat it started to rain. The hat developed a very strong, unpleasant smell when it got wet. Livia took the hat to the cleaners and they said that the hat was really skunk fur and not racoon at all — that was why it smelled.

What should Livia do?

TEACHER NOTE:

By federal law every fur must be marked with the name of animal and country of origin. Livia could report the mislabeling to the Federal Trade Commission.

The FAIR PACKAGING AND LABELING ACT contains detailed requirements for stating the name and address of the manufacturer or distributor and the quantity and quality of the contents of every package sold for consumer or household use.

Has NOT reading labels ever caused you a problem?

Explain the problem.

Teacher's Notes...

YOU BE THE JUDGE

Purpose: Demonstrate some dual responsibilities and rights of: citizen-citizen, business owner-customer, friend-friend.

Divide the class into three groups. Each group will act as a judge for the provided case study. Stress that each case is based on a real situation. The gruops will list whose rights and whose responsibilities are involved. Then they will arrive at a verdict for their case. As a whole class, the cases will be discussed and their verdicts. The teacher can present the court's decisions and explanations.

The Gingerbread Man Case

Shepard was feeling wild. It was a holiday and he was in the market for watching a crowd of people buy food and play games in the open market hall. He took a firecracker out of his pocket, lighted it, and tossed it inside the building where it sizzled through the air and fell on a gingerbread stand owned by Yates. Willis, who was standing nearby, picked up the burning firecracker and threw it away. It landed on another gingerbread stand owned by Ryal who threw it out into the crowd where Scott was standing. The firecracker hit him in the eye and blew it out.

Could Scott make Willis, Ryal, or Shepard pay for his lost eye and his doctor bills?

Shephard had to pay all of Scott's bills and a lot of money to him because Scott would have only one eye to see with for the rest of his life. One judge thought that because the firecracker had stopped moving when it fell on Yate's booth, the damage it did once it was thrown on was no longer Shepard's fault.

But the rest of the judges decided that because Shepard had started the whole thing he should be responsible for whatever happened, since both Willis and Ryal were only trying to get rid of a dangerous lighted firecracker in a hurry. This was the natural thing to do under the circumstances and not something for which they should be held responsible.

Scott v. Shepard
2 Wm. B1. 892, 96 Eng. Rep. 525 (1773)

(These words and letters and numbers are the legal name of The Gingerbread Man Case. You will see all the cases in this book identified like this below the judges' decisions. If you would like to read the actual decision, you will be able to find it in any law library. The librarian will help you use the legal name to look up the case.)

The Kick in The Shins Case

Putney and Vosburg were eleven-year-old boys who sat across from each other in school. Putney gave Vosburg a kick in the shins. The kick was so small that Vosburg didn't feel it, but there was already a wound in his leg; the kick disturbed it and a serious infection developed. Doctor bills were high. Could Vosburg collect from Putney?

When the case was brought to court, the jury voted that Putney should pay Vosburg $2500. The case was appealed to a higher court. Should the appeals judge have upheld his decision?

Putney lost his appeal. Even though he had no intention to hurt Vosburg badly, as shown by the fact that the kick was not even felt, Putney did intend the kick that touched the other boy. This is called a battery, an act that is against the law. The intent Putney had to kick Vosburg was enough to make him responsible for anything harmful resulting from the kick, even though there was already a wound in Vosburg's leg and without it there would not have been any infection at all.

Vosburg v. Putney
80 Wis. 523, 50 N.W. 403 (1891)

The Case of the Foul Ball

Hudson was sixty-five. He paid for a reserved seat at a baseball game and was hit by a foul ball and hurt. At the trial he told the court he thought the seat he was buying was protected by wire netting. It wasn't. Hudson argued that the Kansas City Baseball Club should pay his bills because it did not protect the grandstand where he sat or warn him of his lack of protection. Should he have won his case?

Hudson lost. The judge pointed out that Hudson must have seen that he wasn't behind a net since there was no proof that his vision was poor. He had been to ball games before and knew, or should have known, that there was a chance a ball would come through and hit him. He chose to remain and should not expect to be paid. The principle on which this decision was made is called "assuming the risk," and simply means that when you know you may be hurt doing something but choose to do it anyway, it is your own fault if you get hurt.

Hudson v. Kansas City Baseball Club
349 Mo. 1215, 164 S.W.2d. 318 (1942)

CONFLICT

RESOLVING CONFLICT POSITIVELY

Teacher Information

Purpose: Student will develop a knowledge of various methods for resolving conflict

Often the two parties in a argument and/or fight can, themselves, resolve the conflict in a positive way. An objective in resolving conflict between two or more individuals should be to leave them with positive feelings which will reduce the chances of a later confrontation. This strategy will often produce positive feelings between two individuals in a conflict situation. As an authority figure you must use your own discretion as to whether or not you use the strategy. The degree of hostility between the parties should determine if you use the strategy, delay its use, or not use it at all.

Strategy

It's your responsibility to resolve a conflict between Mike and Chris who have just been fighting. Instruct the two as follows:

"I believe you two can settle this thing yourself. I want to give both of you a chance to settle it. If you cannot come up with a way to solve your differences, I will have to.

Mike and Chris, I want you two to go into the next room by yourselves and talk over your problem. In 10 minutes, I want you to come back and tell me what caused the fight, whose fault it was, and what you plan to do about it. I also want you to tell me what I should do about it. When you get to the next room, I want Mike to start the conversation, and when you have finished, I want Chris to tell me how you solved your problem."

If they agree to solve the problem in this manner, you can be reasonably sure they will solve it positively. When they return, and if they seem happy over their solution, congratulate them and follow up on their recommendations.

At this point say to Mike and Chris – "I am real pleased and happy that you have resolved your differences in a friendly manner. Now, I want to ask you to do one more thing. I would like for you to discuss how you plan to avoid fights and arguments with each other in the future. When you come up with what you can do, I would appreciate it if you would come back and tell me what you have decided."

This particular strategy takes very little of your time. Yet often the conflict has been settled positively, and the offenders leave feeling good about themselves and each other. Arguments and disagreements often surface between two or more students over a wide range of factors. You may want to choose this method to help resolve conflict. Use your own creativity in adapting the strategy.

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I WAS SO ANGRY WHEN ...
(STUDENT WORKSHEET Page 33)

Purpose: Student will develop a knowledge of various methods for resolving conflict

DISCUSS:

1. What does it mean to solve a problem?
   - find an answer which does not create a new problem
2. What does it mean to solve something in a positive way?
   - a way that does not break the law
   - a way that does not hurt others
3. What does it mean to solve something in a negative way?
   - a way that may hurt others
   - a way in which a law may be broken
   - a way in which something is hurt or destroyed

Distribute student worksheets.

I Was So Angry When. . .

Choose three of the following open-ended sentences and write two endings for each one, one positive and one negative.

I WAS SO ANGRY WHEN. . .

1. my friend teased me that I

2. Mother said I couldn't go that I

3. I lost my homework that I

4. someone broke something of mine that I

5. we lost the game that I

Make up one sentence of your own about something that makes you angry.

Have students share their sentences and discuss the solutions.

IT'S UP TO YOU
(STUDENT WORKSHEET Page 34)

Purpose: Student will develop a knowledge of various methods for resolving conflict

Distribute the worksheet to students. Demonstrate on the board the procedure for ranking different alternatives. Emphasize that students may also write in a solution of their own and include it in the ranking.

It's Up To You

Number the solutions from 1-4 in the order in which you would choose them to solve the problem. You may write your own solution and include it in your numbering.

STORY 1
You are in the bathroom. An older student comes in and starts picking on you.
___ I would sock him/her in the nose.
___ I would leave the bathroom and report the incident to the teacher.
___ I would tell my mother, and she would call the principal.
___ I would leave the bathroom and later try to make friends with that student.
___
(own answer)

STORY 2.
You are doing your homework. The student who lives next door to you comes in and wants to copy your work.
___ I would let my work be copied.
___ I would tell him/her "no."
___ I would say, "You can't copy my work, but I will help you understand what to do."
___ I would get angry with him/her for even asking me.
___
(own answer)

STORY 3.
You brought your skateboard to school even though you knew it was against the rules. You hid it in your locker and when you came back, it was gone.
___ I would do nothing since I broke the rules.
___ I would report it to the principal even though I broke the rules.
___ I would call the police.
___ I would ask my teacher to have the class help find it.
___
(own answer)

STORY 4.
You see a fight going on. You walk over to check it out, and you see it's the class "bully" they are picking on. You recall when this "bully" had done some mean things to you.
___ I would walk away and ignore it.
___ I would report it to the teacher on duty.
___ I would join in and get a few "licks" myself.
___ I would try to stop it.
___
(own answer)

Discuss each of the alternative solutions emphasizing what the consequences of each action might be.

- Students can vote on what they think is the best solution for each situation.
- Once the students have discussed the consequences of each alternative, allow them the opportunity to alter their rankings.

HARVEY'S DILEMMA

Purpose: Student will demonstrate a knowledge of various methods of settling disagreements

TEACHING PLAN:

A. Warm-Up Questions:
   1. How many of you have a dog as a pet?
   2. How many of you have a good friend that owns a dog?
   3. How many of you have ever gone hunting for rabbits?
   4. How many of you know of someone who goes hunting for rabbits?
   5. How do people hunt rabbits?

B. Presentation:
   You may either:
   a. Tell the story about Harvey and Jack OR
   b. Have the class read the story about Harvey and Jack

C. Initiating Questions:
   Clarify the circumstances, terms, and characters in the story. The following questions should help to determine how individual students respond to the dilemma story.
   1. Can someone tell us what is going on in the story?
   2. Who was Harvey? Who was Jack? Who was Mr. Farlow? Who was Shep?
   3. What should Harvey do?

   NOTE: Be sure to give as many students as possible a chance to respond to the initiating questions so that you can determine if they have different view points in the story.
   At this point you can:
   a. Continue the discussion involving the entire class using the questions and making sure that the students talk with each other OR
   b. Use one of the small group strategies

D. Small Group Strategies:
   1. *Role Taking*
      Set up groups of three or four students to play the number of characters in the story and give each student a role to take. For example, Harvey, Harvey's father, Jack, Mr. Farlow, etc. (More students may be in a group if desired.)
   2. *Illustrating the Ending*
      Set up groups of three and give each group a large piece of drawing paper and crayons. Ask the group to talk about how the story should end then make a drawing which illustrates that ending.
   3. *Listing Reasons*
      Set up groups of three or four and give them the following tasks:
      (a) List two or three things which you think Harvey should do because of this problem. Why are these things good to do?
      (b) List two or three things which you think Harvey should *not* do. Why should Harvey not do these?

NOTE: A group strategy should always be followed with a discussion which focuses on what happened in the small groups.

E. Probe Questions:
   These questions should help to encourage students to talk to each other about the dilemma. They are to be inserted when you feel that they will help to promote student interaction or focus upon some important aspect of the dilemma story. They are a guide to you. It is not necessary to use all of the probes.
   1. Should Harvey tell his father about what happened?
   2. Should Harvey be punished for using his dad's gun?
   3. If Jack finds out about what happened to Shep, should he still be Harvey's friend?
   4. Should Mr. Farlow tell Harvey's father that he saw Harvey with the gun?
   5. Should kids Harvey's age be allowed to hunt?

STUDENT COPY:

Harvey climbed through the fence, carefully placing his father's shotgun on the other side. This field and surrounding area was the place where he had seen several scurrying rabbits the past few days. Although his father had forbidden him to take the gun out alone, yet, Harvey was twelve now and felt he was big enough and old enough to go hunting.

As he got to his feet, Harvey saw Mr. Farlow, his best friend's father, walking up the road.

"Hi, Mr. Farlow!" he shouted. "Where's Jack?"

"Oh, he's home playing with Shep," Mr. Farlow replied. "You really should come over and see some of the tricks that dog has learned! And by the way, you be real careful with that shotgun!"

Harvey continued on across the meadow and into the woods. Along the way he aimed at a few rabbits, but just couldn't pull the trigger quickly enough. On and on he clambered through the woods and across streams he had played around countless times.

At long last, Harvey noticed a white patch rustling in the bushes. The rabbit had not noticed him yet, so he quietly and slowly put the shotgun to his shoulder and took aim. He found the whiteness in his sight and pulled the trigger.

Harvey ran over to the place where he had shot, tugging at his aching shoulder. He tore back the greenery and found Shep lying in a pool of blood. With a muffled scream, he ran home, cleaned the gun, and placed it back into the rack from which he had taken it.

Several hours later, the doorbell rang. Harvey answered it and stood face to face with Jack.

"Hi Harv. Would you mind helping me look for Shep. He's been gone for quite a bit of time now."

* This is a good spot to have a representative of the Pennsylvania Game Commission come to your class. He can discuss the hunting laws and good safety measures.

Written by: Irving Crump
Elementary Law Institute
Guilford College
June 1976

Political-Legal Education Project
ESEA Title IV-C

Teacher's Notes...

Decisions and Conflict

Purpose: Student will identify and describe a conflict of values in a given situation

Explain to students that many decisions they make may conflict with decisions of others. Therefore, we must learn ways of dealing with these conflicts.

Make three columns on the board as shown below.

DECISIONS	CONFLICT	POSSIBLE SOLUTIONS
1. I WANT TO PRACTICE MY TUBA AT NIGHT.	1. MY PARENTS WANT TO WATCH TV.	1. I WILL PRACTICE A SHORT TIME BEFORE MY PARENTS' FAVORITE TV PROGRAM.
2. I WANT TO RIDE MY BIKE TO SCHOOL.		
3. I WANT TO BUY A NEW SWEATER.		

Have students list the decisions they make, the conflicts which may arise and possible solutions to the conflicts. Discuss the fact that when conflicts arise each person may have to give in a little, and this is called compromise.

Adapted from: RIEKES-MAHE, **Courts and Trials: Law In Action Series**. St. Paul, Minn.: West Publishing Company, 1975. p. 2-3.

The New Grocery Store

Purpose: Student will demonstrate a knowledge of various methods of settling disagreements

TEACHING PLAN:

Introduce the dilemma with some warm-up questions, such as the following:

1. Do any of you play in an empty lot?
2. Why do you think some kids would rather play in an empty lot than in a park?
3. Have you ever watched the construction of a new building? Why did you like watching the construction?

Present page 1 and 2 of the dilemma. Be certain that the students understand the action of the story and the problem which the kids playing in the new grocery store face.

First Activity

Ask the students: What should the kids do? Why would that be the best thing for them to do?

Conduct a short discussion either as a whole class or in small groups. The following probe questions will help students examine their reasoning:

1. Aren't the kids going to be in trouble for messing up the construction site?
2. What is the best reason for running away? For staying? What makes this a good reason?
3. What should the men do to the kids if the kids run away but the men catch them? Why would that be a good thing to do?
4. What should the men do to the kids if the kids do not run away? Why?

Second Activity

Present pages 3 and 4 of the story. Review the story action and ask students to take a position on the dilemma.

Divide the class into groups of three. Try to put people of opposing viewpoints in each group. Each group will:

a. Discuss Tim's dilemma.
b. Write two reasons why Tim should tell.
c. Write two reasons why Tim should not tell.
d. Each group will assign one person to write their best "should reason" and "should not reason" on the chalkboard.

Individually, the students should review the reasons on the chalkboard. Each person should choose the best reason he or she sees that represents the opposite point of view. Write a paragraph on how the story would end if Tim took that action and used that reason.

STUDENT COPY:

Tim has only lived in the neighborhood for two weeks, but it is already starting to feel like home. The first day here, Tim met John who lives across the street. John is two years older than Tim. They mess around at each others houses, and yesterday Tim took John to a movie.

Tim feels that he and John are becoming friends. Only sometimes John gets rid of Tim when they are around John's older friends. Tim doesn't like this and doesn't understand it. The other older boys seem to like him.

Today, Tim and John were on their way to the park when they met a group of the older kids.

"Hi, John," said Debby, "Where are you going?" John and Debby are in the same homeroom at school. They have been friends for a long time.

"To the park," John replied.

"Why don't you come with us," suggested Reed. He is another of John's older friends. "We are going to the old vacant lot to look at the new grocery store they are building there."

"Sure!" said John. He turned to Tim and said, "I'll see you later, Tim."

"Why don't you come with us, Tim?" Elizabeth suggested.

When the five of them arrived at the lot Tim found a store in its early stages of construction. There was a large flat concrete floor. Only the back wall and side walls had been built. The walls were about six feet high.

In one corner, Reed found a box. In it were several hundred large flat washers with a hole in the center. Reed picked one out of the box. With a flick of his wrist he skimmed it across the floor. It careened wildly, bouncing off the walls and pipes which stuck out of the floor.

"Neat!" said John. He also skimmed some of the washers.

"We better not hang around here," Tim said, looking around to see if anyone was watching them.

"Oh, come on, Tim. It's fun," Debby said as she began to throw a washer.

Soon the floors and walls were clattering with the sounds of the washers bouncing off them. All five of them were so occupied with the washers that they did not notice that a truck from the construciton company drove up in front of the new store.

"Hey you kids!" shouted one of the two men in the truck. "What are you doing?"

"Quick! This way!" Elizabeth stood at the back wall of the store. She cupped her hands so that Reed could step into them. She boosted him onto the top of the wall. Then John and Debbie jumped up the wall the same way and Reed pulled them over. Elizabeth jumped up and Reed pulled her over. Tim dashed for the wall as the two men from the con-

struction company ran onto the floor of the new store.

"Catch me!" Tim called. But Reed saw that the two men were very close, so he jumped down from the wall. The four kids ran away, leaving Tim to face the two men from the construction company. As Tim reached the wall, they grabbed him.

"We got one of them. It's juvenile hall for you, kid." said one man.

"Please mister. I'll clean it up. We were just skipping washers." Tim tried not to sound like he was begging.

"Sure! Just skipping washers. Look at what you did," said the other man. They led Tim to one of the pipes sticking out of the floor. Tim saw that the pipes were ceramic. Every place hit by a washer had a chip out of it. And this pipe was cracked.

"Do you know what this means?" asked the first construction man. "We will have to break the floor around these cracked pipes and set new ones in concrete. This could set us back two weeks."

"I didn't know," Tim mumbled feebly.

"I suppose you also didn't know about the 200 concrete blocks you kids smashed last week. Or the wood that disappeared over the weekend." The second man was shouting at Tim and turning red in the face.

"Honest, mister. This is the first time I have been here," Tim replied.

"Take it easy, Ted," said the first man. "He does look smaller than the kids we chased away before."

"That may be true, but you are certainly here today. You better be honest with us. Who were those kids who ran away?"

Should Tim tell the names of the other kids?

From *Political Legal Ed. Project*
Allegheny Intermediate Unit

* Have a person from a building supply company come to the class to explain the cost of materials involved in building a store. (Example: windows which seem to get broken easily.)
Have a juvenile probation officer talk to the class about Tim's problem.

THE EAVESDROPPER

Purpose:- Student will develop a knowledge of various methods for resolving conflict

Divide the class into small groups. Each group is to discuss the dilemma and answer the question listed after the story.

* It would be helpful to have a representative from a narcotic's agency visit your class. The visitor could explain possible solutions and give added details on the drug situation.
* Other resource people you could have visit: pharmacist, doctor, or policeman.

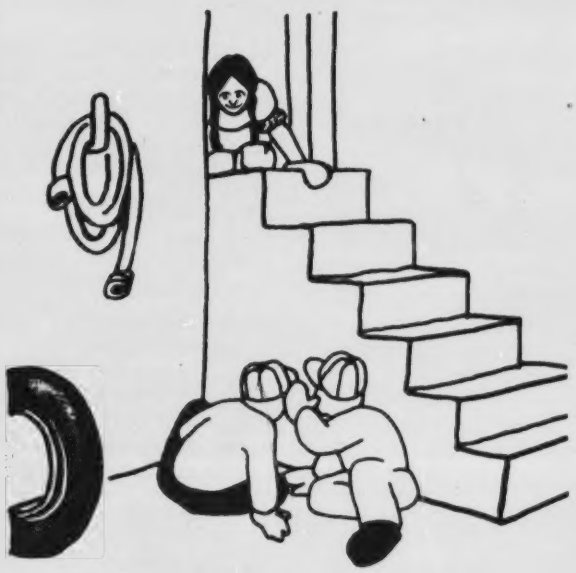
Linda's older brother and his friend, were in the basement of the house. They told Linda to get lost. Linda was angry, so she decided to listen from the top of the stairs to what they were talking about. They were talking about selling drugs to the other kids at school.

What should Linda do?

What if the boys knew Linda was listening and made up the story about selling drugs just to scare her? If so, what if Linda told her parents?

Should Linda tell her parents? A police officer? Should she talk it over with the boys before she makes any move to give the information?

From Legal Ed. Materials for Elementary
and Intermediate Grades
Law in the Social Studies Program
Lincoln Filene Center for Citizen
and Public Affairs, Tufts Univ.
Medford, Mass. © 1972



Dear Aunt Blabby

Purpose: Student will identify information that will help in the solving of the problem; pose possible solutions; and predict consequences of alternative action

Tell your students that today they are going to write a letter to "AUNT BLABBY." The students should write a letter stating some real or fictitious problem which needs a solution. They should sign a fictitious name.

The following day, pass out the letters making sure that no student gets his own paper. Have the students write non-violent solutions to the problems. Discuss whether the solutions were reasonable or not.

EXAMPLE:

Dear Aunt Blabby,
I am a fift grade student at River Road scool. The teach is allways yellin at me about my righting and spellin. I dont no why.
Can you help?

Yours Truly
Puzzled

DEAR PUZZLED,
I AM SURE THAT YOUR TEACHER IS JUST AS TIRED OF YELLING AT YOU AS YOU ARE OF HEARING HER. PERHAPS IF YOU WOULD USE A DICTIONARY WHEN YOU ARE NOT SURE OF THE SPELLING OF A WORD, IT WOULD HELP. IF YOUR PARENTS WOULD LET YOU LEARN TO TYPE, BOTH YOU AND YOUR TEACHER WOULD BE HAPPY WITH THE RESULTS.

YOURS,

AUNT BLABBY

If your class or school has a newspaper, maybe some of the best problems and solutions can be included.

Teacher's Notes...

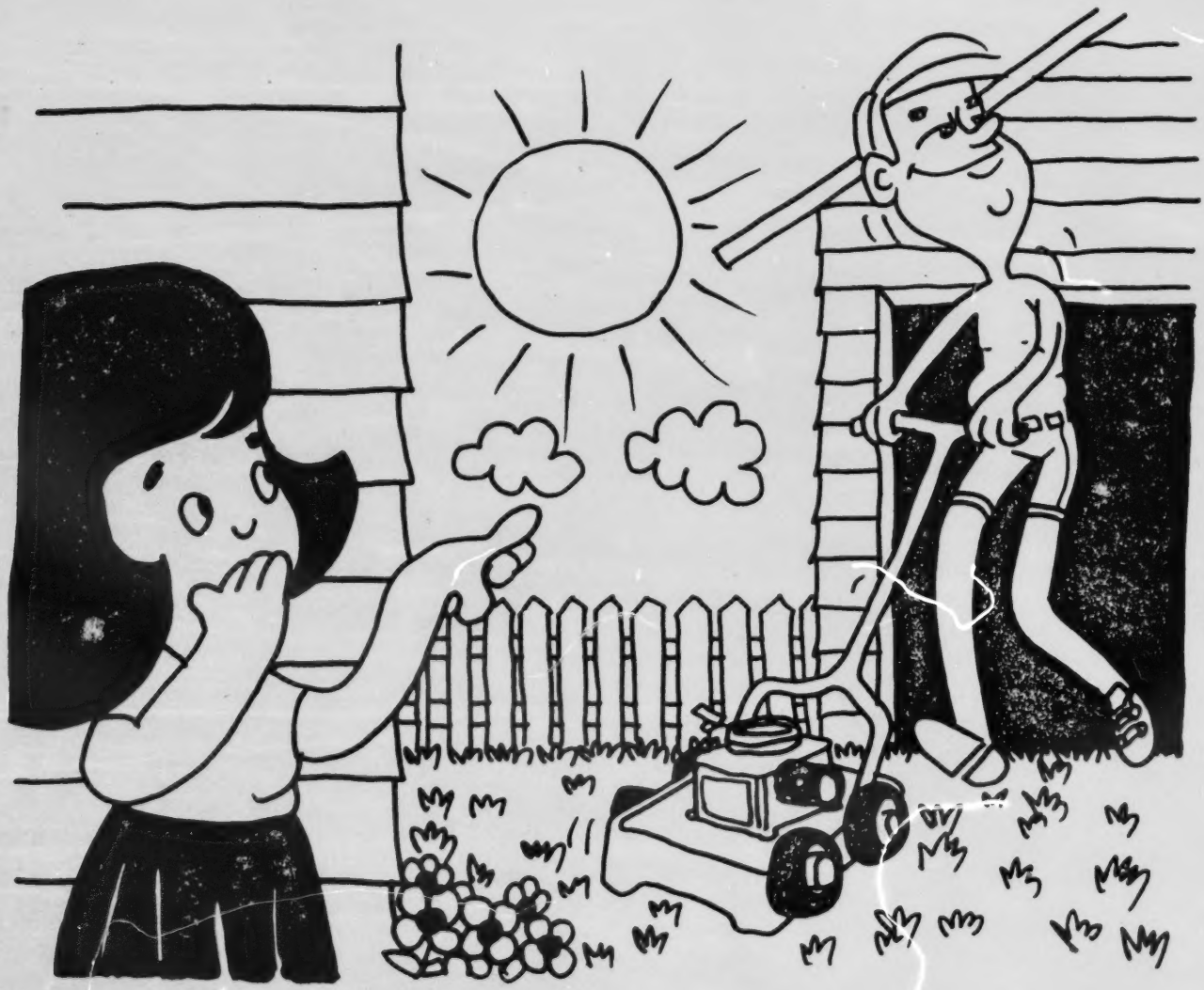
I Can Solve It

Purpose: Provided with case studies involving problems of personal and property rights, student will propose and substantiate a solution.

Choose four story-starters from the list below and write them on the board. Allow students to choose one and write a paragraph describing how they might solve the conflict.

- When I arrived home from school, my bike was gone. I knew who took it.
- I was telling the truth, but Ms. Wilson just wouldn't believe me.
- We were taking a test, and I knew Tony was copying my paper.
- Janice showed me a wallet and said she had just bought it, but I saw Susie with it yesterday.
- Tommy told the teacher that Wallace had written on the bathroom wall. I knew it was Tommy who did it.
- It was against school rules to bring matches to school. I saw Mike striking some in the bathroom.
- It was my turn to be captain and choose teams. Larry was my best friend but the worst player.
- I saw Mr. Conway borrowing Mr. Brown's lawn mower without permission. I knew he was wrong, but he was an adult.

Allow students who chose the same story to share their endings, emphasizing that conflict can be solved in many different ways.



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CORRECTIONS

SCOOP ON SCHOOL

Purpose: Student will demonstrate an understanding of various methods of dealing with violators of rules and laws

Read the article together in class. Discuss the questions at the end of the article before having the students fill in the list. After everyone ranks the offenses, have a large group discussion.

- **The principal could be invited into the class to discuss the school's policy on serious offenses.**
- **A Juvenile probation officer could explain his work and the kinds of crimes that get him involved with children.**

Suggested filmstrip — "The Crime Fits The Punishment"

From *I Am Not A Short Adult!*
Marilyn Burns
Illustrated by Martha Weston
Little, Brown, & Co.
Yolla Bolly Dress © 1977

The law says that teachers and principals are "in loco parentis" when you are in school. That means that they can act like your parents when you're in their charge. They can do whatever is reasonably necessary to do their job of educating you. And legally they can use any punishment as long as it's reasonable. Until recently, physical punishment was legally OK for schools. Now some states have passed laws that forbid it. Some school districts which are not in those states have also made that rule. How do you feel about that? Do you think all physical punishment should be forbidden in schools? How are the rules in your school enforced?

When someone in your class breaks a rule, what does the teacher do? What is the worst punishment the teacher gives? Do you think these punishments are reasonably necessary in order for your teacher to get on with the job of helping kids learn?

What's the worst punishment your teacher gives?

Here's a list of things you might do in class. Suppose each one was against some rule. You get to decide how serious you think each one is. Here's the code to use:

A means — very serious

B means — pretty serious

C means — kind of serious

D means — no big deal

Number from 1 to 7 on a piece of paper, and as you read the list, give each one an A, B, C, or D.

1. Throw a paper wad.
2. Come in late.
3. Not pay attention.
4. Not do an assignment.
5. Copy someone else's assignment because you didn't have time to do it.
6. Copy someone else's assignment because you didn't want to do it.
7. Make fun of someone who answered a question wrong.

Look at how you sorted them. Which ones stop your learning if you do them? Which ones stop someone else's learning? Did this matter when you graded them?

If a kid does something totally unacceptable in school, what's the worst punishment that kid could get? Suppose there were no punishments of any kind allowed in school. How would that affect your education?

Teacher's Notes...

SENTENCING

Purpose: Student will evaluate how sentencing is affected by the nature and circumstances of the crime and the offender

Discuss:

What does sentencing mean when talking about the law?

Review words like verdict, defendant, and waive.

Then read the article on sentencing followed by the suggested activity.

***A judge, magistrate, or attorney would be a good resource person for the activity.**

From *Courts and Trials*
"Law in Action Series"
Rickes-Mahe
© 1975
West Publishing Co.

A long time ago, in France the value of the property one stole made little difference when the court sentenced the thief. There is a famous story about a man who stole a loaf of bread and was punished by having his hand cut off. It is not that way any more. As hundreds of cases come before courts, new understandings develop. If people are found guilty of theft today, the punishment given depends on WHAT they stole, WHY they stole it, whether they were armed with a weapon, whether they had to break into a place to take it, whether they hurt anyone, and whether they had done anything like that before. The facts of EACH CASE are looked at carefully before applying the law.

The judge has the responsibility to sentence the defendant if he/she is found guilty or has pleaded guilty. The jury in most cases decides the verdict and the judge gives the verdict if the defendant is found guilty. Some defendants waive the right to a jury trial. The judge then decides the verdict and gives the sentence if the defendant is found guilty. In deciding on the sentance the judge considers the crime that was committed, the background of the defendant, and his/her present situation. Although there are certain standards judges go by, each person's case is supposed to be dealt with individually.

Before deciding upon a sentencing the judge reads a pre-sentence report giving information about the defendant. This information is obtained by interviewing the defendant, his relatives and friends, and anyone else who can give information about the defendant's background.

Pre-sentence reports give information about:	**Sample questions:**
the offense	What are you accused of?
the defendant's version of the offense	Did you do it? If so, why did you do it?
any prior record	Have you had any trouble with the law before?
education of defendant	How many years of education did you have?
family history of defendant	Tell us something about your family. Are you married? Any children? Do you have brothers and sisters? Do you have responsibilities at home?
military service	
financial condition of defendant	Do you have a job? Do you own a home? Do you rent an apartment?
	(Think up some of your own questions)

Divide into 4 groups. Each group take one of the following cases. One person in group pretend he/she is the defendant. The other members of group ask the "defendant" lots of questions to find out information for a pre-sentence report. The "defendant" may make up any answer to these questions that he/she wishes.

These four people have been found guilty of various crimes:

1. Roy Cook:
47 years old, businessman; guilty of evading taxes, writing bad checks amounting to $25,000.
Possible sentence:
Evading taxes: Imprisonment up to 6 months, or fine not to exceed $500, or both.
Bad checks: Imprisonment not to exceed one year, or fine not to exceed $500, or both.

2. James White:
17 years old, poor background; guilty of burglary—stealing $2,500 worth of goods.
Possible sentence:
Burglary: Imprisonment for not less than one year.

3. Edna Marsha Lee:
25 years old, mother of two children, divorced, poor background; guilty of shoplifting $200 worth of merchandise.
Possible sentence:
If grand theft in your state, probably imprisonment for 1 to 10 years.
If petty theft in your state, probably 1 to 5 years.

4. John Gates:
32 years old, shoe salesman, father of 3 children; guilty of manslaughter—killing woman while driving when drunk.
Possible sentence:
Manslaughter: 1 to 5 years.

Each group should make up their own presentence report about these four people.

Based on the information that you learned from interviewing the defendant, think about all the facts and recommend a SENTENCE that you think is fair for the defendant that you interviewed.

Explain the reasons for your sentence to the class and discuss.

Note to teacher:

Have each group discuss the sentence they chose. The students could compare the reasons they had for choosing the sentences they did.

Value Ranking

Read the following situations and rank the choices on the lines provided.

A. If you were chosen captain of a team, which of these would be most important to you?
_____ being liked by everyone on the team ( )
_____ being a good leader and organizer ( )
_____ winning the game ( )

B. If you saw a friend shoplifting, which action would you consider most important?
_____ pretend that you didn't see it so you won't get involved ( )
_____ tell your friend you saw him and that he shouldn't do it ( )
_____ report it to the police or store manager ( )

C. In doing your homework, which do you consider most important?
_____ getting it done quickly ( )
_____ going slow and making it neat ( )
_____ checking your work carefully ( )

D. If you were going to buy a sweater, which of these would be most important to you?
_____ the price and quality ( )
_____ the one popular with your friends ( )
_____ the one which is different from any you have seen ( )

E. If you were going to judge the best art project, which would you consider more important?
_____ who had done the project ( )
_____ the most creative project ( )
_____ the one the teachers liked best ( )

Choosing from the following list, assign a value to each of the choices above and fill them in the parentheses. Each value can be used more than once.

winning	**unusual**	**play time**	**neatness**
popularity	**exactness**	**friendship**	**leadership**
authority	**law**	**safety**	**skill**
			savings

Rights and Responsibilities

Read each "right" in the chart below and write in a corresponding "responsibility". Write a "right" and "responsibility" of your own in the space provided.

Every student has the right to ...	Responsibility
1. a clean lunchroom	
2. own property e.g. bikes	
3 a safe school	
4. a clean community	
5. express their ideas and beliefs	
6. a safe community	
7.	

RESPONSIBILITIES:

- Students should respect the ideas and beliefs of others.
- Students should report crime to the proper authorities.
- Students should clean their own lunch area.
- Students should care for and protect their private property.
- Students should obey rules and laws.
- Students should not litter or pollute.

What Should John Do?

Narrator: John had been staying after school for help with make-up work. As he came out of the school building, he saw Tim, one of his classmates, over by the bike racks. John wondered what Tim was doing stooping down by the wheels. As he came nearer, he could see that Tim was letting air out of the tires. Suddenly Tim looked up and saw John. Tim jumped up and ran off. The next morning Miss Wilson spoke to the class.

Miss Wilson: Yesterday someone let the air out of some bicycle tires again. This has happened many times. Most people ride bicycles to school, because they have too far to walk. If any of you have any information that might help, I wish you would come and tell me about it sometime soon.

Narrator: John looked at Tim, who kept his head turned away and seemed to be very busy putting a book in his desk. That afternoon, John discussed the problem with his mother.

John: I just don't know what to do about it, Mom. Tim shouldn't have done that, but I'm not sure I want to tell the teacher about it.

Mother: What do you think will happen if you don't tell Miss Wilson?

John: Well, he might just keep letting the air out of the tires.

Mother: Yes, he might.

John: If one of the bike riders finds out I knew, they might be mad at me for not telling.

Mother: Yes, they could be.

John: Or Tim might just stop letting the air out of the tires, because he'd be afraid I'd tell he did it again.

Mother: That's a possibility.

John: But it really isn't any of my business. It's not my responsibility to tell on Tim.

Mother: Why don't you think it is?

John: Because I don't even have a bike.

Mother: Is that the way people should treat each other?

John: Well, maybe I should ask Tim why he let the air out of the tires.

Mother: Yes, mabye you should, John.

Narrator: What responsibilities does John have and to whom? Why?
What responsibility does Tim have?
What consequences should Tim have to accept?
If Tim continues and John does nothing, what consequences should John have to accept?
What would you do if you were John?

I Was So Angry When. . .

Choose three of the following open-ended sentences and write two endings for each one: one positive and one negative.

I WAS SO ANGRY WHEN. . .

1. my friend teased me that I

2. Mother said I couldn't go that I

3. I lost my homework that I

4. someone broke something of mine that I

5. we lost the game that I

Make up one sentence of your own about something that makes you angry.

STUDENT WORKSHEET

It's Up To You

Number the solutions from 1-4 in the order in which you would choose them to solve the problem. You may write your own solution and include it in your numbering.

STORY 1.
You are in the bathroom. An older student comes in and starts picking on you.

___ I would leave the bathroom and report the incident to the teacher.
___ I would tell my mother, and she would call the principal.
___ I would leave the bathroom and later try to make friends with that student.
___ I would sock him/her in the nose.
___ _____

(own answer)

STORY 2.
You are doing your homework. The student who lives next door to you comes in and wants to copy your work.

___ I would let my work be copied.
___ I would tell him/her "no."
___ I would say, "You can't copy my work, but I will help you understand what to do."
___ I would get angry with him/her for even asking me.
___ _____

(own answer)

STORY 3.
You brought your skateboard to school even though you knew it was against the rules. You hid it in your locker and when you came back, it was gone.

___ I would do nothing since I broke the rules.
___ I would report it to the principal even though I broke the rules.
___ I would call the police.
___ I would ask my teacher to have the class help find it.
___ _____

(own answer)

STORY 4.
You see a fight going on. You walk over to check it out, and you see it's the class "bully" they are picking on. You recall when this "bully" had done some mean things to you.

___ I would walk away and ignore it.
___ I would report it to the teacher on duty.
___ I would join in and get a few "licks" myself.
___ I would try to stop it.
___ _____

(own answer)

UNIT II

Understanding Society

PURPOSE:

Rules, laws, and authority are essential for the establishment and maintenance of order. Compliance with rules, laws and authority is often difficult because individuals perceive them as restrictions rather than means to safety and harmony.

In this unit, emphasis is placed on understanding the necessity for rules, laws, and authority in order to promote more positive attitudes toward them. Better attitudes lead to greater acceptance and more willing compliance to reasonable rules, laws, and authority.

Law establishes a process to settle the problems people have living together. The court system works to settle disputes between people and to set down principles of justice for people to live by:

OBJECTIVES:

- The student will demonstrate the need for rules and laws within a group and between groups.
- The student will identify several groups which have established laws and determine how these groups have benefited from said laws.
- The student will determine the need for authority.
- The student will differentiate between power and legitimate authority.
- The student will demonstrate an understanding of *due process.*

Laws
RULES AND LAWS (Review the difference)
RULES OF THE OLD WEST
WHO NEEDS LAW? (critical thinking)
Debate-A-Law (informal debating)
Being Safe with Signs (Fill in blanks) *

Authority
LET'S TALK ABOUT AUTHORITY (inquiry and discussion)
LADDERS OF AUTHORITY (charting)*
AUTHORITIES AS LEADERS
Can You? (critical thinking)
The Word Game (describing)

Courts and Trials
ALL ABOUT COURTS (information)
EVIDENCE (perception)
MINI MOCK TRIAL
MOCK TRIAL

*STUDENT WORKSHEET provided

LAWS

RULES AND LAWS

Purpose: Student will demonstrate the difference between rules and laws

By using the following pictures and questions tell the difference between a rule and a law.

- **Have a legislator, council member, school board member, or committee person into the class to talk about laws in their community.**

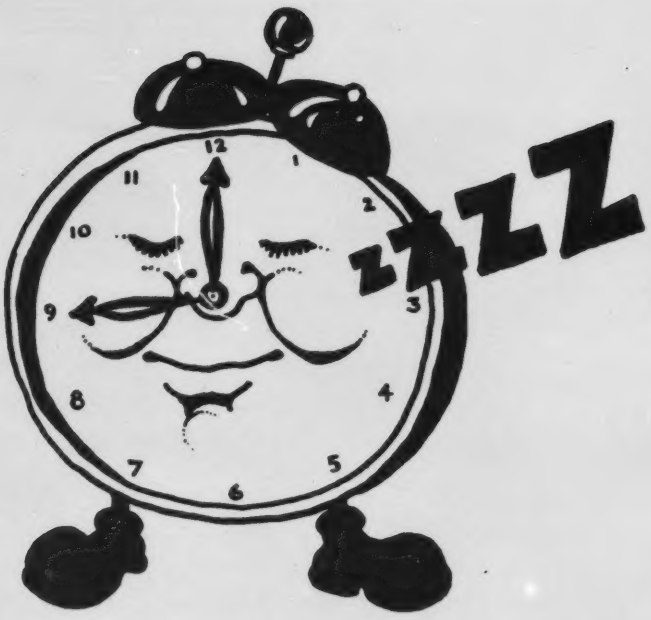
From *Lawmaking*
"Law in Action Series"
Rickes-Mahe
West Publishing Co. © 1975

Give reasons for these rules.

Where would you go to get these rules changed?

Note to teacher:
The next 3 slides give examples of rules and laws. The differentiation between rules and laws could be made here. Rules are principles or regulations governing conduct. Laws are rules which have been established by a government and applicable to people. Laws can be written in the form of legislation, or recognized customs, or policies recognized and enforced by judicial decisions. Usually laws made by state and federal government are called statutes.

An eight year old in this family must go to bed at 9 o'clock.



Police officers in a city are to be paid by money given by taxpayers who live in the city.

Why were these rules made?

Which of these is a rule?

Which is a law?

Whom would you contact to talk to about each of these rules?

"In all prosecutions the accused shall enjoy the right to a speedy and public trial."

6th Amendment
U.S. Constitution

"There must be even teams when playing dodge ball."

Who made this law and this rule?

Are they fair?

What is the difference between a rule and a law?

A new law was passed in the City of St. Louis which allowed cars to make right turns on red lights.

Blind people who lived in the city thought this law would make walking in the city dangerous for them.

Where could they go to do something about this law?

Where would they go if they were in your city?

The blind people who were against this law contacted their city alderman or alderwoman.

Aldermen, alderwomen (or councilmembers) are elected by people in various sections (wards) in a city to represent their interests.

RULES OF THE OLD WEST

Purpose: Student will identify various groups that have established rules/laws and give examples of how these regulations have furthered the purpose of the groups.

Divide the class into small groups. Have the groups read the "Code of the West" and "Rules of a Mining Company" and make a comparison of the rules. Answer the questions after each set of rules. Then as a whole class evaluate the rules, and discuss why these rules were made. Two panels could debate which rules were more fair.

From *Law in a New Land*
© 1972 by Law in American Society Foundation Inc.

CODE OF THE WEST

1 Do not shoot a person in the back.

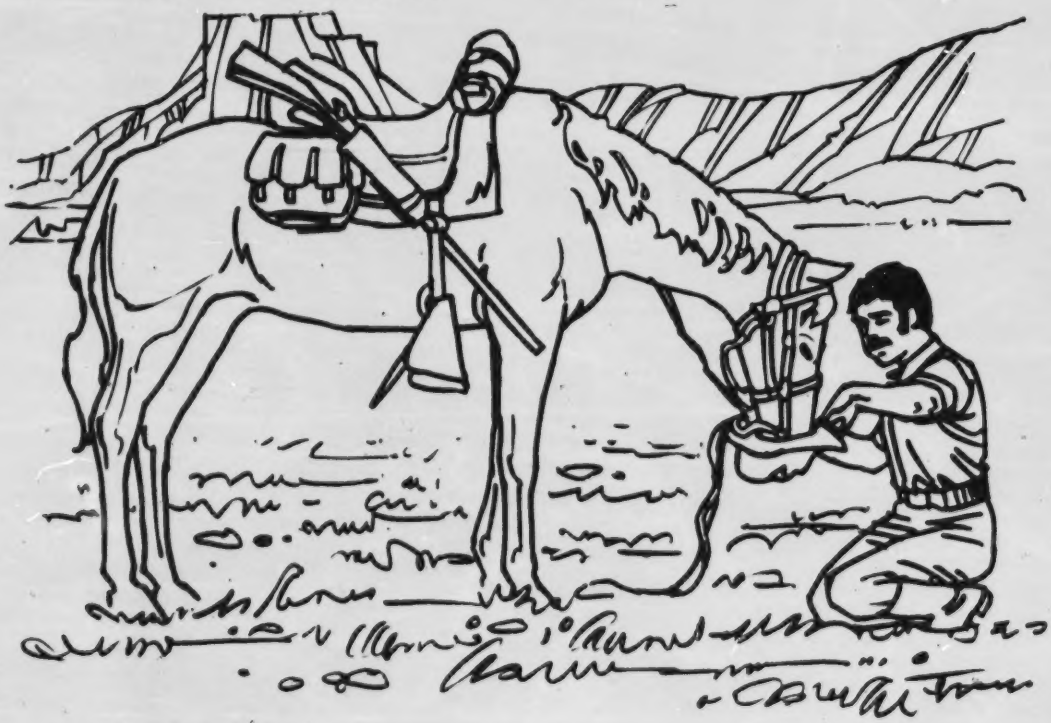
2 Do not shoot anyone without warning him first.

3 Do not shoot an unarmed person.

4 A buffalo hide belongs to the person who kills the animal.

5 A cow belongs to the person whose brand it bears. Cattle theft is a serious offense.

6 Stealing a man's horse is even worse. It is the most serious offense on the Great Plains. It leaves the man without transportation. The penalty for horse stealing is death.



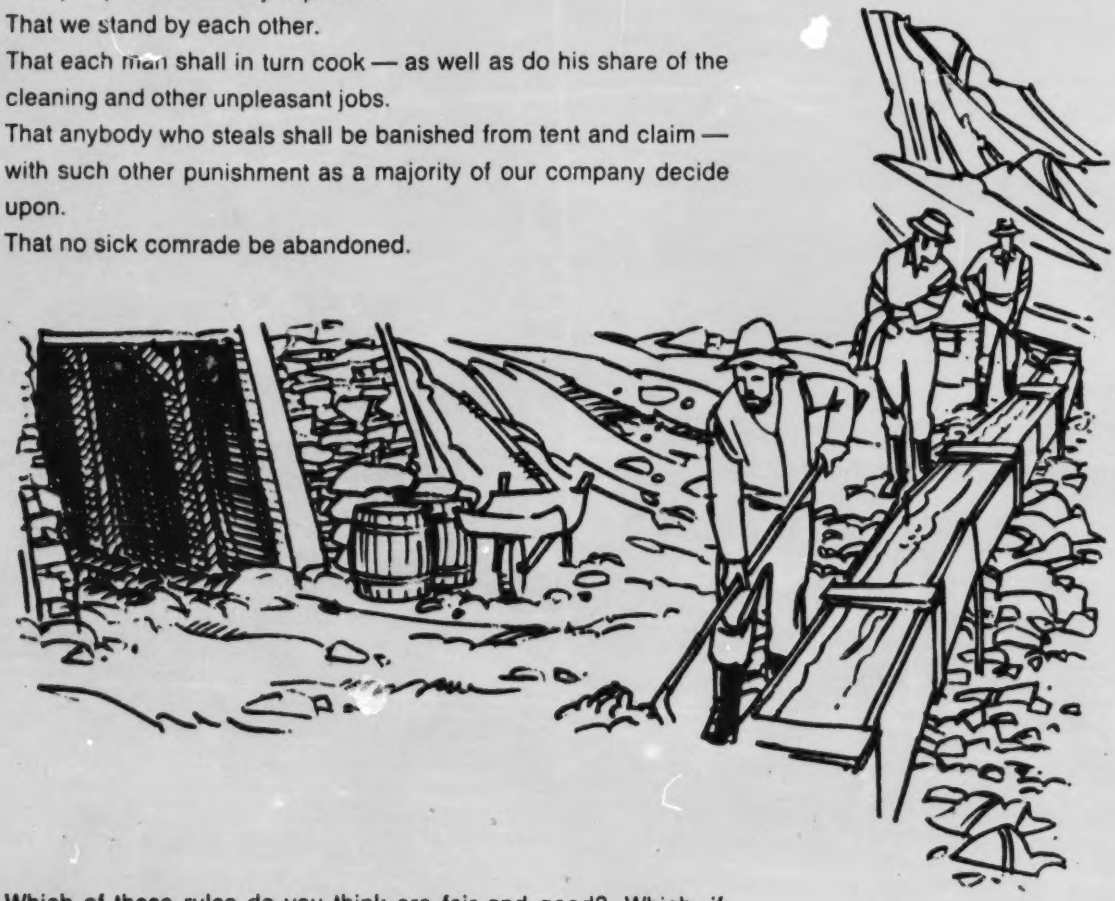
1. Which of these customs, if any, do you think were fair and good rules? Which, if any, do you think were poor and unfair? Why?

2. Why do you think horse stealing was the most serious offense?

3. Why did people in the "Wild West" use these rules? Do you believe all people need some rules by which to live? Why?

RULES OF A MINING COMPANY

1 That we shall bear an equal share in all costs.
2 That no man shall be allowed to leave the company without general consent till we reach the mines.
3 That anyone leaving with our consent shall have whatever share of money or property he has contributed to the company.
4 That we work together in the mines and use our tools in common.
5 That each man shall keep all the gold he finds but must contribute an equal part of our daily expenses.
6 That we stand by each other.
7 That each man shall in turn cook — as well as do his share of the cleaning and other unpleasant jobs.
8 That anybody who steals shall be banished from tent and claim — with such other punishment as a majority of our company decide upon.
9 That no sick comrade be abandoned.



1. Which of these rules do you think are fair and good? Which, if any, do you think are poor and unfair? Why?

2. When a miner broke one of these rules, who do you think decided the case and enforced the rule? In the "Code of the West," who usually enforced the rules?

3. Which rules were more like law: (a) the "Code of the West" or (b) the mining company's rules? Why?

WHO NEEDS LAW?

Purpose: Student will demonstrate the need for rules and laws within a group and between groups

DISCUSS:

1. What is law?
   LAW: an official set of rules
2. Why do we have laws?
   - to protect us, provide safety, insure that everyone is treated fairly
   - to help settle disputes peacefully
   - to guide our daily activities, maintain order

List the following laws on the board:

SPEED LIMITS WILL BE SET BY LAW.

LITTERING IS PROHIBITED BY LAW.

ALL CITIZENS UNDER A GIVEN AGE MUST ATTEND SCHOOL.

ALL CITIZENS UNDER A GIVEN AGE MUST BE OFF THE STREET BY A SET TIME.

Have students divide into pairs and make a list stating reasons for having each law. After a set time limit, reassemble as a class, discuss the reasons and make a composite list on the board below each law. Be sure to include all the following reasons.

SPEED LIMIT
to minimize accidents
to save gas
to lessen road repairs
to protect pedestrians
to limit noise
to insure safe stops

MANDATORY SCHOOLING
to insure literacy
to provide job training
to insure equal opportunity
to encourage good citizenship
to protect children

LITTERING
to control pollution
to keep things beautiful
some litter is dangerous, e.g. broken glass
to maintain the natural environment

CURFEW
to reduce chances of victimization
to encourage good health
to prevent vandalism

Have each pair choose a law and make a poster illustrating what might happen if the law did not exist.

Debate—A—Law

Purpose: Student will determine ways laws aid people (other than restrictive regulations, i.e., Social Security laws, welfare laws, Bill of Rights, etc.).

Set up two debate teams consisting of three to five students each. One team will be "for" and one team will be "against" an "imaginary law." Example:

- **STATE LEGISLATURE HAS PASSED A LAW STATING THAT SCHOOLS WILL BE OPEN TWELVE MONTHS A YEAR.**
- **SKATEBOARDS ARE UNLAWFUL FOR CHILDREN UNDER AGE TEN.**
- **ALL OWNERS OF BICYCLES MUST PURCHASE A LICENSE AND HAVE A PERMIT.**

Allow the teams to discuss and agree on points for their presentation. Have each team present their issues. Then allow the rest of the class to vote on which team presented the best points.
This is not a formal type of debate. Each team member may simply choose an issue to present.

Students may decide to debate an existing law.

Being Safe With Signs
(STUDENT WORKSHEET Page 55)

Purpose: To reinforce symbols as representations of laws and demonstrate an awareness of how responsible behavior may be encouraged.

DISCUSS:

1. What is a symbol?
   - something that stands for something else
   - something that we can see that reminds us of something we cannot see
2. What are some symbols we often see? What do they remind us of?
   - flag — reminds us of our country
   - cross — reminds us of Christian churches
   - Star of David — reminds us of Jewish religion
   - football emblems — remind us of certain football teams
3. What are some symbols we should obey?
   - traffic lights — remind us of certain traffic laws
   - certain signs remind us of other laws e.g. railroad crossing signs remind us to stop and look before crossing, crosswalk signs remind us to cross at that sign
   - entrance, exit signs

BEST COPY AVAILABLE

Distribute the worksheet to students. Symbols of laws are shown at the top of the page. Students should read the situations and fill in the words from the bottom of the page that describe the appropriate sign or symbol. Answers can be used more than once.

Being Safe With Signs

Fill in the blanks with the answers provided. Some answers are used more than once.

1 2 3 4 5

6 7 8 9 10

In these situations, you are either riding your bike or walking. . .

1. You have ridden up to #4. This sign tells you that you cannot make a _____
2. You have ridden up to #1. You must _____
3. You have walked up to #3. This sign tells you where to _____ near the _____
4. You are walking and see #9. This warns you of a _____. You must _____ look and _____
5. You see sign #5. It means NO _____ allowed. You must take another _____
6. You have come to a traffic signal showing #6. You may _____
7. You come to triangular sign with a red border. This is a _____ sign and is # _____. You must yield _____ of _____ to the other _____
8. You see sign #10. You should watch for traffic entering your path from the _____
9. You are riding along and come to a one way street. This is sign # _____ and means DO NOT _____
10. You are looking for a place to cross the street other than a corner. You may cross if you see # _____ which means _____ crossing

ANSWERS: cross, walk, traffic, turn, yield, right, school, stop, listen, #8, enter, railroad, bicycles, #7, crossing, route, #2, pedestrian, way

After the worksheets are completed, have answers read aloud.

This activity lends itself well to a learning center activity.

Bicycle Safety Manuals have been sent under separate cover with this booklet. Now would be a good time to examine them with students.

Teacher's Notes...

AUTHORITY

LET'S TALK ABOUT AUTHORITY

Purpose: Student will demonstrate an understanding of legitimate authority

DISCUSS:

1. What is authority?
   - —the power or ability to influence others' behavior
   - —being the boss,

AUTHORITY: leader; able to tell others what to do

2. Name some authority figures.
   - — parents
   - — police
   - — teachers

BEST COPY AVAILABLE

3. What do people do who are in authority?
   - make decisions affecting other people
   - demonstrate leadership, guidance and assistance
   - promote safety and the enforcement of rules and laws
4. Is authority always represented by people?
   - no e.g. can be represented by symbols
5. What are some authority symbols?
   - traffic lights
   - road and street signs
   - sirens
   - fire alarms
6. What do authority symbols represent?
   - rules and laws that we should obey
7. Are there different levels of authority?
   - Yes, there are different levels called a hierarchy of authority. ex. school board, principal, teacher
8. What is the hierarchy of authority in your home? in your school?
9. What does it mean to comply with authority? Why is this important?
   - comply with means obey
10. Is it wrong to question authority?
    - no.
11. When might decisions of authority figures be questioned?
    - not understanding why decisions were made
    - questioning the right of a particular authority figure to make the decision
    - when your rights or safety are in question
12. Why do some people resent others in authority?
    - jealous of people in power over others
    - rebellious against all authority symbols and figures
    - authority figures making unreasonable demands
    - authority figures can be inconsiderate
13. What might be some characteristics of an authority figure?
    - consideration of viewpoints and feelings of others
    - knowledgeable in the area of their authority
    - capable of making decisions affecting others
    - capable of enforcing those decisions
    - able to accept responsibility

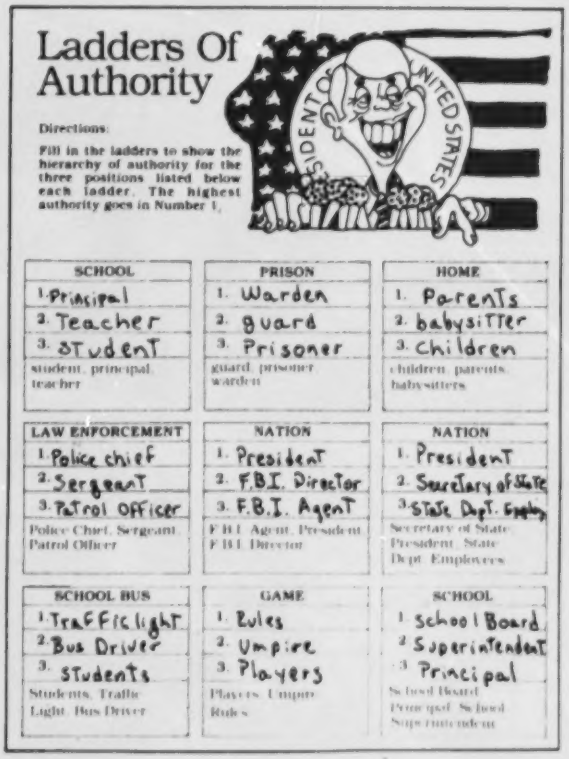
Invite an authority figure to come to your class to discuss his/her duties and responsibilities as an authority figure.

LADDERS OF AUTHORITY

(STUDENT WORKSHEET Page 56)

Purpose: Student will demonstrate an understanding of legitimate authority

Distribute copies of the worksheet and have students fill in the three positions on the ladders with the highest authority figure placed on line 1.



Ladders Of Authority

Directions:

Fill in the ladders to show the hierarchy of authority for the three positions listed below each ladder. The highest authority goes in Number 1.

SCHOOL	PRISON	HOME
1. Principal	1. Warden	1. Parents
2. Teacher	2. guard	2. babysitter
3. student	3. Prisoner	3. Children
student, principal, teacher	guard, prisoner warden	children, parents, babysitters

LAW ENFORCEMENT	NATION	NATION
1. Police chief	1. President	1. President
2. Sergeant	2. F.B.I. Director	2. Secretary of State
3. Patrol Officer	3. F.B.I. Agent	3. State Dept. Employ
Police Chief, Sergeant, Patrol Officer	F.B.I. Agent, President, F.B.I. Director	Secretary of State, President, State Dept. Employees

SCHOOL BUS	GAME	SCHOOL
1. Traffic light	1. Rules	1. school Board
2. Bus Driver	2. Umpire	2. Superintendent
3. students	3. Players	3. Principal
Students, Traffic Light, Bus Driver	Players, Umpire, Rules	School Board, Principal, School Superintendent

Discuss the students' answers.

AUTHORITIES AS LEADERS

Purpose: Student will differentiate between power and legitimate authority

Discuss:

What makes a good leader? Then do the activities on the next two pages.

At the conclusions of the activities the students should understand that people in authority should have many traits of a good leader.

It is hard to choose a leader who will be perfect in every way. Here are some things that people look for in a good leader. Which one do you think is most important? Write it in the first space in the list below. Write the other words in order from the most important to the least important.

fair	good imagination
smart	good organizer
honest	good listener
sense of humor	good speaker

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Which word do you think most of the students in your class will list first? _____Which word will most students list last? _____Are there any words you think should be added to the list? What are they? _____

Get together with several other students. Talk about your lists. How are your lists alike? How are they different? Explain how you decided which words are most important and which were least important.

The captain of a football team is giving orders to the other players on the team.

1. What things are important to remember when choosing a football captain?
2. How is a football captain chosen?

The principal of a school is talking to some teachers and students.

1. What things are important to remember when choosing a principal?
2. How is a principal chosen?

From *Foundations of Justice*
Student Activity Booklet
Published by Charles E. Merrill Publishing Co.
A Bell-Howell Co.
© 1975
Author: Arlene F. Gallagher

Teacher's Notes...

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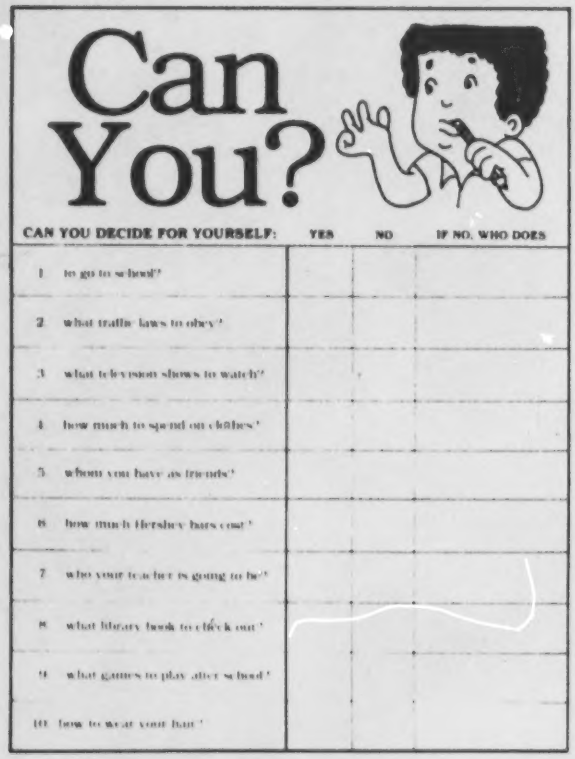
Can You?
(STUDENT WORKSHEET Page 57)

Purpose: Student will determine the importance of legitimate authority

Distribute worksheets to students and have them check whether or not they can make each of the decisions for themselves. If the students make the decision stated, check "Yes." If not, check "No" and fill in the third column with who makes the decision.


Can You?
CAN YOU DECIDE FOR YOURSELF:
YES
NO
IF NO, WHO DOES
1 to go to school?
2 what traffic laws to obey?
3 what television shows to watch?
4 how much to spend on clothes?
5 whom you have as friends?
6 how much Hershey bars cost?
7 who your teacher is going to be?
8 what library book to check out?
9 what games to play after school?
10 how to wear your hair?

DISCUSS:

1. How many of these decisions could you make?
2. How many of these decisions did your parents make?
3. How many of these decisions were made by people in authority over your parents?
4. Why couldn't you make all these decisions?
5. Why couldn't your parents make all these decisions?
6. Are there different levels of authority?

The Word Game

Purpose: Student will demonstrate an understanding of the role of legitimate authority in making and applying laws

List some authority figures on the board:

- teacher
- deputy
- playground supervisor
- principal
- bus driver
- police officer
- parents
- etc.

Have students draw lines on a sheet of paper and number them as you draw them on the board.

(1) _____

(2) _____ (2) _____

(3) _____ (3) _____ (3) _____

(2) _____ (2) _____

(1) _____

Students are to select one authority figure. This word is to be written on the two lines numbered (1). In the four blanks numbered (2), have students write four different adjectives that describe how they feel about the authority figure they chose for number (1). In the three blanks numbered (3), have students write words ending in "ing" that tell what they think their authority figure does in their job.

Example:

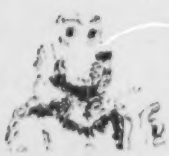
(1) Teacher

(2) Pretty (2) Neat

(3) Helping (3) Caring (3) Yelling

(2) Angry (2) Fair

(1) Teacher



The teacher may gain greater insight by allowing students to read what they have written and to give reasons for their answers.

COURTS AND TRIALS

ALL ABOUT COURTS

Purpose: Student will discriminate between civil and criminal law

Teacher Note:

You may want to read the information yourself on courts and explain it to the class or you can have the class read it together.

Then have students cut out pictures from newspapers, magazines or comic books that show a crime happening. Paste the pictures under the headings Civil or Criminal Cases.

Not only policemen but also courts are needed to make laws effective. Courts of law — or courts of justice, as they are often called — are the umpires of the rules of law governing our way of life.

The umpire of a ball game bases his decision on what he sees. Without an umpire, ball teams would spend more time arguing and fighting than playing.

Judges who preside in courts of law do not see a crime being committed. Nor do they watch an accident that leads to a lawsuit. In umpiring legal questions, courts base their decisions on the facts presented during a trial.

In ancient times, cruel (and absurd) trials were conducted to determine whether a person was guilty or innocent. For instance, an accused person might be ordered to thrust his arm into a bucket filled with boiling water. If his skin was scalded, as it usually was, the suspect was supposed to be guilty.

Now a fair trial, according to law, is guaranteed in all the courts of our nation. The Constitution of the United States, our most important law, provides basic safeguards intended to assure justice to all.

Strict rules regulate court procedure. There are limits to the questions that may be asked. People who are telling their story to the court must keep to the facts. The rules are designed to make trials fair.

Although courts deal with a great variety of problems, they also fit into one of two classifications — criminal cases and civil cases.

In a criminal case, a person is accused by the government of having done something that the law states is a crime. Criminal laws forbid acts that may harm any of us — or, in other words, society in general. Because crimes are often sensational, a considerable amount of news is reported about criminal trials. When men accused of robbing a bank are tried, news accounts resemble a detective story. Detailed descriptions are given about the robbery and how detectives tracked down the men accused of having committed it.

Actually there are many more civil than criminal cases. However, comparatively few trials of civil cases are reported in newspapers because usually they directly affect only the people involved. Civil laws protect the private rights of individuals.

Example: For instance, suppose one car runs into another, injuring the people in the second car. The injured people have the right to go to court and ask that the driver who was at fault be ordered to pay them a sum of money called damages. This is a civil case.

Or suppose the owner of a shoe store contracts with a manufacturer for five dozen pairs of shoes. The manufacturer fails to deliver the shoes. The store owner may start a civil action against the manufacturer. Under civil law a judge may order the manufacturer to pay damages to the store owner.

Many of the laws stating what we should and should not do were developed in England long before the colonists came to America. These laws were brought to the colonies, and after the Declaration of Independence they became the foundation for the legal system of the United States.

EVIDENCE

Purpose: Student will demonstrate a willingness to assume responsibilities to cooperate and assist in upholding rules and laws

Look at the picture and answer the questions.

*To further prove how everyone sees things differently, have some unfamiliar person come into your room and take the teacher's purse or some other object from the room. After the person leaves, have the students write down what they saw: listing sex, height, weight, race, clothing, age, etc.

*Have a policeman or judge come into the class to explain how important evidence is to a case and how important it is being a good observer.

From *Courts and Trials*
"Law in Action Series"
Riskes-Mahe
West Publishing Co.
© 1975

Several students, describe the picture below:

1. What is happening?

2. Who could the people be?

3. Do people disagree about what is happening?

4. Why do you think people see things in different ways?

It is hard to find out the correct facts in a situation because people can see the same thing in different ways. Courts depend on FACTUAL INFORMATION (facts that prove what happened) when deciding a case. In jury trials, it is the responsibility of the jury to listen to the facts of a case. Then they decide. The decision they reach is called the verdict. Lawyers present all the facts they can to make their argument believable to the jury. When these facts are brought out in court they are called

THERE IS:

1. **Material Evidence**—Any object that the jury can hold and look at such as weapons used, papers signed, etc.

2. **Circumstantial Evidence**—Facts that tell about what the circumstances are in a case such as being near the scene of the crime at the time the crime happened, or having a reason (intent) to commit a certain crime.

3. **Direct Evidence**—Eye-witness testimony such as, "I saw that man commit the crime with my own eyes."

Some information is not considered to be reliable. A judge should not allow some information to be used in a trial because it may not be true. A lawyer should OBJECT if the opposing lawyer tries to bring in unreliable evidence.

Judges do not, as a rule, allow hearsay evidence, or evidence obtained illegally, or evidence that is not related to the case to be presented during a trial.

Such evidence is called "inadmissible" because the judge will not allow the jury to hear it and possibly think it is important in deciding the facts of the case.

1. If you had to go to court would you want reliable evidence to be brought out during your trial?
2. Why is factual information so important when deciding a case?

MINI MOCK TRIAL

Purpose: Student will demonstrate an understanding of due process

Key Question: Who are the judge, plaintiff, and defendant of a case?

Judge — a person appointed or elected to hear and decide questions of law in court cases, and to make certain that fair procedures are used.

Defendant — a person against whom a legal action is brought.

Plaintiff — the person or party who files a complaint and brings a legal action against another person or party.

After the class understands the role of the three mentioned people, go to the mini mock trial in groups of three.

Mini Mock Trial: Using Classroom Incidents

This warm-up activity requires only three roles: the Judge, the Plaintiff, and the Defendant. In a small claims court for civil cases, where the two disputing parties can "speak for themselves," courtroom procedure and complicated rules of evidence are kept at a minimum. In any mock trial, students discover that the main purpose of a trial is to weigh the facts to find the truth — not to follow rigidly the technical rules of procedure.

Your students can role-play a small claims court with only three roles. This activity has the advantage of allowing full participation by the class since you can organize your students in groups of three. Classroom incidents, such as the following, can provide the case material for the Mini Mock Trial.

Alice and Jane live in the same apartment building, and they go to the same school. They even sit beside each other in class, but that's all they have in common. They never speak to each other or walk to school together.

One day, just before a test, Alice asked Jane if she could borrow a pencil. As usual, Jane had lots of pencils, but she refused to share them with anyone. Alice got angry and took a pencil. This made Jane angry so she grabbed Alice's only notebook and ripped it. Alice then broke the pencil into little pieces.

What are the facts and what was the sequence of events?

Facts of the Incident

* Alice took Jane's pencil.
* Jane ripped Alice's notebook.
* Alice broke Jane's pencil.

What would you do?
What would be fair to Alice or to Jane?

Have your students sit in groups of three to simulate a small claims court. In this case, Jane would be the plaintiff. The student who plays this role is bringing a complaint against Alice, who took her pencil and subsequently destroyed it. A second student should play the role of Alice, the defendant. The third student will make a decision, after listening to the arguments presented by the two sides. In small claims court, this person is the judge. The judge must listen to both sides of the story and make a decision that is fair.

Once your class is familiar with the roles of the judge, the plaintiff and the defendant, you will be able to add two additional roles, the attorneys. Students sometimes have difficulty in seeing the need for an attorney.

Fairy Tales From a Legal Point of View

In addition to real classroom situations, a teacher can use children's literature to present mock trials. Take, for example, the following case: Papa Bear v. Goldilocks. All children are familiar with what happens in the story of Goldilocks and The Three Bears. The mock trial can be used to bring out the facts of the case. The attorneys for Goldilocks and for Papa Bear should prepare questions to bring out both sides. Presented as a civil case, Papa Bear would be bringing action against Goldilocks for damages. The damages would be the broken chair and the porridge that Goldilocks ate. On the other hand, this could be a criminal case, if it could be proved that Goldilocks broke a law when she entered the cottage.

Conducting a Mock Trial

A full scale mock trial usually consists of three parts: Preparation, Presentation, and Evaluation. Several days before the simulation, roles should be assigned for the parts.

Where to Find Cases

Besides children's literature and real classroom incidents, the daily newspaper, your social studies book, or your own imagination can provide case material. Any mock trial provides numerous opportunities for analytical thinking and decision-making. The strategy probably is used best when it is keyed to the material you are already teaching. If your social studies class is studying United States History, there are numerous actual cases that could be modified and presented as mock trials.

From *Timely Topics Newsletter*
Written by Arlene F. Gallagher
Houghton Mifflin
© 1973

MOCK TRIAL

Purpose: Student will demonstrate an understanding of due process

I. Handout the diagram of a courtroom. Ask if anyone knows what these people do that are pictured in the drawing. Using your teacher information sheet, explain what the job is of each person at a trial.

II. If any parent has been on a jury, use them as a resource person.

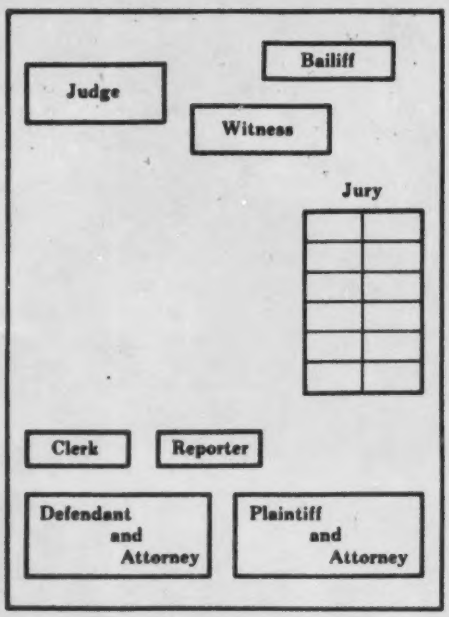
Having an attorney, law student or judge in at this time would add to the child's understanding of their role during a trial.

III. Using a case from the newspapers, or one contrived from an incident at school go through a mock trial. The procedure of a trial is explained on the following pages.

A trial is a meeting of a court to hear and decide a legal case. A mock trial is a pretend trial. In it, you and other students present the trial and act as the main people in the courtroom. The purpose of the mock trial is to help you learn more about courtroom procedure and the people who are a part of it. A mock trial follows the trial procedure of the lowest court.

A trial is held because two people or groups of people cannot solve a conflict. Therefore, any story about a conflict can be used for a mock trial. You may use one of the stories that you have seen in class. Or you might want to use an idea from a newspaper story or a television program.

If possible, you may want to move the furniture in your classroom so that it looks like a courtroom. Here is a drawing to show how to set up the room.



The trial procedure solves a conflict by presenting facts to an impartial judge and jury. Each side of the case, through its lawyers, argues as strongly as possible. The jury listens to all the facts, weighs the two arguments, and makes a fair decision or verdict.

The Characters

Judge — The judge is the person who is in charge of the court. He or she makes sure that the trial is fair and orderly. The judge sees that both sides of the case have a fair chance to present their arguments. Then the judge tells the jury what the principles of law in the case are.

Jury — The people on the jury listen carefully to the statements of the witnesses. The jurors think about the facts a witness tells to see if they make sense and if they agree with what other witnesses say. Each juror also listens to the opening statements and closing arguments of the lawyers. At the end of the trial, the jury makes a decision for the case.

Prosecuting Attorney — This lawyer brings the plaintiff's case before the court. He or she tries to show enough evidence to persuade the jury that their verdict should be in favor of the plaintiff.

Defense Attorney — This lawyer brings the defendant's case before the court. He or she tries to show that there is not enough evidence to prove the defendant guilty. This may be done by persuading the jury that the witnesses for the plaintiff were not dependable. The defense attorney may also try to show that the evidence was not based on fact or that the witnesses contradicted each other.

Witnesses — Each witness explains to the court what he or she believes to be the facts in the case. In a mock trial, the witnesses should report the information from the story.

Clerk of the Court — The clerk opens the trial and swears in the jury. In a mock trial, the clerk may also help the teacher make copies of the story and set up the classroom.

Court Reporter — The reporter takes notes to record the main points of the trial. This record can be used to find out what was said earlier in the trial. It can also be used for talking about what happened after the trial is over.

Bailiff — The bailiff keeps order in the court and is in charge of the defendant. He or she sees that the jurors are not interrupted while they are deciding the verdict. The bailiff may also deliver any written messages during the trial.

Getting Ready

Choose one student to play each of the following parts in the mock trial: judge, plaintiff, defendant, prosecuting attorney, defense attorney, clerk of the court, court reporter, and bailiff. Choose six students to serve on the jury. An equal number of students should also be chosen to be witnesses for the plaintiff and for the defendant.

If you are using a story from a newspaper or a television show, the teacher and the clerk of the court should make copies of it for each of the main characters. The students will use the copies to prepare their arguments. It is best if the jury does not read the story before the trial. The facts should be presented to the jury through the questioning of the witnesses by the attorneys.

THE TRIAL

Use the following order of events to present the mock trial.

Opening of the Court — The clerk of the court opens the court by saying that the court procedure is beginning. He or she also introduces the judge, the plaintiff and the defendant.

Swearing in the Jury — The clerk of the court asks the jurors to take their seats. He or she then asks them to swear that they will act fairly in listening to the case.

Opening Statement by Prosecuting Attorney — This lawyer begins by telling the jury the important information about the case. This includes his or her name, the plaintiff's name, the defense attorney's name, the defendant's name, and the facts that led to the lawsuit. The prosecuting attorney then presents the plaintiff's side of the case to the jury.

Opening Statement by Defense Attorney — This lawyer begins by stating his or her name and the defendant's name. The jury is told that he or she will try to prove that the plaintiff does not have a valid case. The defense attorney then presents the defendant's side of the case to the jury.

Direct Examination of Witnesses — The prosecuting attorney calls the witnesses for the plaintiff one at a time to the front of the room. The clerk of the court asks each witness to swear to tell the truth. The attorney then asks questions of the witness. The questions are based on the facts the witness has to offer. After the plaintiff's witnesses have been questioned by both lawyers, the defense attorney calls the witnesses for the defendant.

Cross-examination of Witnesses — During cross-examination, an attorney tries to get the other side's witness to admit something that will help his or her client. The attorney may also try to show that a witness is not dependable.

Closing Arguments — Each attorney sums up the main points that help his or her client's case. The defense attorney is the first to present the main points.

Judge's Orders to the Jury — The judge explains to the jury what the principles of law are in this case. He or she asks the jury to make a fair decision about the case.

Verdict — The jury talks about and makes a decision for the case. In a real trial, the jury leaves the courtroom to reach a verdict. For a mock trial, the jury should talk about the case and come to a decision in front of the rest of the class. A majority vote of the jurors will decide the verdict.

AFTER THE TRIAL

When the jury has reached a verdict, the mock trial is over. It is important then for the whole class to talk about the trial and its results. Use questions like the following as a guide.

* Did each person play his or her part in the right way?
* What law or laws were broken?
* What was the main conflict?
* What arguments did the defense present?
* What arguments did the prosecution present?
* What facts were not presented?
* What was the decision? Do you agree or disagree with it?
* Are there grounds for an appeal to a higher court?

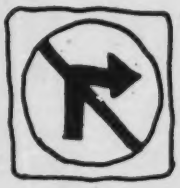
Being Safe With Signs

Fill in the blanks with the answers provided. Some answers are used more than once.

1

2

3



4

5

6

7

8

9

10

In these situations, you are either riding your bike or walking. . .

1. You have ridden up to #4. This sign tells you that you cannot make a _____.
2. You have ridden up to #1. You must _____.
3. You have walked up to #3. This sign tells you where to _____ near the _____.
4. You are walking and see #9. This warns you of a _____. You must _____, look and _____.
5. You see sign #5. It means NO _____ allowed. You must take another _____.
6. You have come to a traffic signal showing #6. You may _____.
7. You come to triangular sign with a red border. This is a _____ sign and is # _____. You must yield _____ of _____ to the other _____.
8. You see sign #10. You should watch for traffic entering your path from the _____.
9. You are riding along and come to a one way street. This is sign # _____ and means DO NOT _____.
10. You are looking for a place to cross the street other than a corner. You may cross if you see # _____ which means _____ crossing.

ANSWERS:

cross	walk		traffic	turn
yield	right	school	stop	listen
#8	enter	railroad	bicycles	#7
crossing	route	#2	pedestrian	way

Ladders Of Authority

Directions:

Fill in the ladders to show the hierarchy of authority for the three positions listed below each ladder. The highest authority goes in Number 1.

SCHOOL
1.
2.
3.
student, principal, teacher

PRISON
1.
2.
3.
guard, prisoner, warden

HOME
1.
2.
3.
children, parents, babysitters

LAW ENFORCEMENT
1.
2.
3.
Police Chief, Sergeant, Patrol Officer

NATION
1.
2.
3.
F.B.I. Agent, President, F.B.I. Director

NATION
1.
2.
3.
Secretary of State, President, State Dept. Employees

SCHOOL BUS
1.
2.
3.
Students, Traffic Light, Bus Driver

GAME
1.
2.
3.
Players, Umpire, Rules

SCHOOL
1.
2.
3.
School Board, Principal, School Superintendent

Can You?

CAN YOU DECIDE FOR YOURSELF:	YES	NO	IF NO, WHO DOES
1. to go to school?			
2. what traffic laws to obey?			
3. what television shows to watch?			
4. how much to spend on clothes?			
5. whom you have as friends?			
6. how much Hershey bars cost?			
7. who your teacher is going to be?			
8. what library book to check out?			
9. what games to play after school?			
10. how to wear your hair?			

UNIT III

Understanding
Safety and Crime Prevention

PURPOSE:

Every citizen has a responsibility to take protective measures against criminal activity. One way to reduce victimization is through the concept of crime prevention. CRIME PREVENTION is an attitude which manifests itself when students and others accept greater responsibility to become less vulnerable to crime.

This unit helps students learn simple and safe procedures (protective strategies) for home, school, and community.

OBJECTIVES:

-The student will be able to define the term "crime prevention."
-The student will be able to identify five home security measures.

Protective Strategies

LET'S TALK ABOUT "CRIME PREVENTION" (inquiry and discussion)
VICTIM AND VULNERABILITY (case studies)
MICHAEL'S SIDE OF THE STORY (reading and paragraph writing)
WHAT DO YOU REMEMBER? (decoding)*
HOME SECURITY (identification)*

Family Checklist (home project)*
STRANGER DANGER (teacher information)
REDUCING VANDALISM (teacher information)
CHILD ABUSE AND NEGLECT (teacher information)

*STUDENT WORKSHEET Provided

PROTECTIVE STRATEGIES

LET'S TALK ABOUT "CRIME PREVENTION"

Purpose: To reinforce the concepts of "victim," "vulnerable," and "crime prevention"

DISCUSS:

1. Do you know what the word "crime" means?
   CRIME: an act in violation of a law
2. What does it mean to be a "victim" of crime?
   VICTIM: one who is harmed physically (body), mentally (mind), or financially (money). A victim can be a:
   person: physically – "beat up"
   mentally – threatened and scared
   financially – stolen from
   organization: e.g. schools, clubs, churches stolen from or vandalized
   society: e.g. We are all victims of shoplifting because we must pay more for things we buy.
3. What does it mean to be "vulnerable" to a crime?
   VULNERABLE: to be unprotected or in danger of becoming a victim
4. In what ways do people allow themselves to be vulnerable to crime?
   – leaving houses unlocked
   – walking in lonely places
   – carrying large sums of money
   – hitchhiking (getting into cars with strangers)
   – leaving valuable property in the yard
   – failing to properly identify property
   – allowing strangers into your home
   – answering the phone and telling a stranger you are home alone
   – bringing valuable articles to school
   – not reporting suspicious activities
   e.g. stranger loitering around school, someone trying to get into a neighbor's house, an older student threatening you
   – etc.

See if your class can add to this list of ways people make themselves vulnerable to crime.

5. What do you think "crime prevention" means?
   CRIME PREVENTION: when people take necessary actions to try to keep themselves, their property and other people from becoming victims.
6. Why is crime prevention important?
   - To help make our community or home a safer place to live.

VICTIM AND VULNERABILITY

Purpose: To clarify the meaning of "victim" and "vulnerability"

Read the following case studies to students and discuss the follow-up questions.

WALKING ALONE IN THE DARK

Susie had stayed at Marie's longer than she was supposed to. She had just forgotten about the time. Now she must walk home alone. In order to get home quicker, Susie took a shortcut throught the alley. As she hurried along, a strange man grabbed her.

1. What should Susie do?
   – Scream and yell "fire" to attract attention. If no one comes, cooperate with the stranger to minimize physical harm.
2. Who was the victim?
   – Susie
3. Why was she vulnerable?
   – staying out after dark, taking shortcuts
4. What crime prevention measures could she have taken?
   – She should have called home for a ride or escort
   – She should have walked on well-lighted streets.

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DISPLAYING MONEY

Sam's uncle had sent him $10 for his birthday. He slipped it into his pocket to take to school. On the school bus, he showed it to his friend, Mike. When he got into class, he kept taking it out of his pocket and looking at it. Just before lunch, he got permission to go to the bathroom. In the bathroom, two bigger boys came up to him and said "Give us that 10 bucks you've been flashing around. If you don't give it to us, we'll beat you up and take it anyway." Poor Sam had no choice but to give it to the boys. "And, listen, kid," threatened one of the boys, "if you tell on us, we'll get you after school. We know where you live. So if you want to stay healthy, stay quiet."

1. What should Sam do now?
   - report it immediately to some one in authority
2. Who was the victim?
   - Sam
3. Why was he vulnerable?
   - took large sum of money to school and displayed it
4. What crime resistance measure could have been taken?
   - Sam should have left the money at home, and should not have displayed it.

MICHAEL'S SIDE OF THE STORY
(STUDENT WORKSHEET Page 65)

Purpose: Student will identify information that will help in the solving of the problem; pose possible solutions; and predict consequences of alternative action

Distribute the student worksheets. Have each student read the story and write an ending which answers the questions at the end of the story.

Michael's Side Of The Story

This is Michael's story. But the story is not yet finished. Read the story. Then think it over. How do you think it could end?

The store was empty when Deon and I got there. I walked over to the comic books. Deon started talking to the clerk. Already I was sorry I had come with Deon. Deon is always in trouble. But Deon is too big to mess with. If Deon asks you to go somewhere, you go.

In a few minutes, a customer came in and said something to the clerk. I looked up as they started to the back of the store. Then I went back to my comic book. I had just found my place when Deon whispered to me.

"Michael, come here a minute."

Deon was standing on the other side of the store. I put my comic book down and walked over. Deon was leaning against a table. He was playing with some rings.

"See one you like?" Deon smiled.

"No." I answered. I started to turn away. Then out of the corner of my eye I saw Deon pick up a ring. He slipped it into his pocket.

Then I got this feeling. If Deon took the ring, I would get in trouble.

"What do you think you're doing?" I said.

"I don't know what you're talking about." Deon answered.

"You know what I'm talking about!" I shouted.

"What's going on up there?" the clerk shouted. She started toward us.

That was all I needed. I ran out of the store as fast as I could. My mind was running, too. What would Deon do to me? What would the clerk do? What if she saw that a ring was gone?

I was home before it hit me. What if Deon blamed me? After all, I was the one who had run, not Deon. I should have stayed. I could have said I would tell the clerk if Deon didn't put the ring back. But I had run instead — and now it was too late.

I slipped in the front door.

"Michael?" my mother called. "Where have you been?"

I didn't answer. I couldn't think.

"Michael!" my mother said again. "I asked where you have been."

"Nowhere," I said. I knew that was not good enough, but what else could I say?

Now my mother was mad. "Go up to your room," she said. "You can come down when you're ready to answer me."

I started up the stairs. I was only halfway up the stairs when the telephone started to ring.

Who is on the telephone? Is it the store clerk? Is it Deon? What should Michael say to Deon? To his mother?

WRITE AN ENDING TO THIS STORY

Select some students to share their endings with the class. Discuss.

Bernstein, P. L., "Michael's Side of the Story," **Scholastic Sprint**, 1977, Vol. 2, No. 10.

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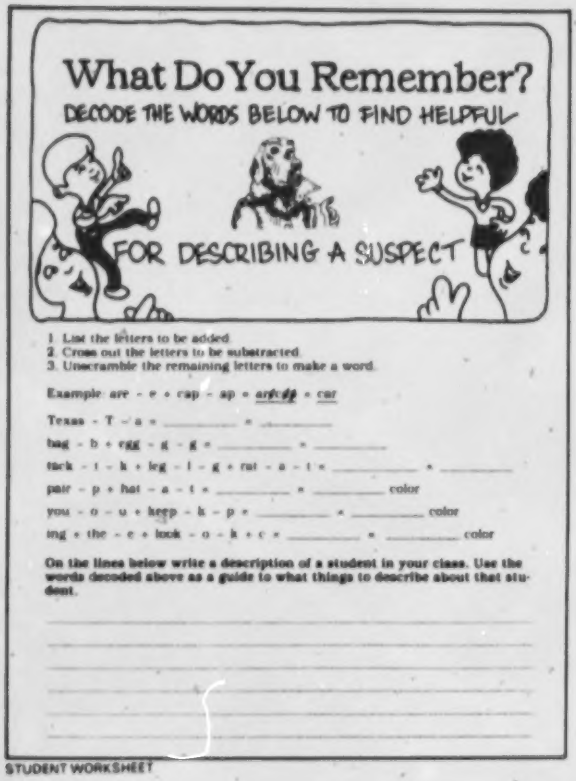
WHAT DO YOU REMEMBER?
(STUDENT WORKSHEET Page 66)

Purpose: To reinforce the kinds of things we need to remember when witnessing a crime

Distribute the student worksheet. Allow students time to decode the words and write a description.



What Do You Remember?

DECODE THE WORDS BELOW TO FIND HELPFUL

FOR DESCRIBING A SUSPECT

1. List the letters to be added.
2. Cross out the letters to be substracted.
3. Unscramble the remaining letters to make a word.

Example: are - e + cap - ap + arfvgg + car

Texas - T - a + _____ + _____

bag - b + egg - g - g + _____ + _____

tack - t - k + leg - l - g + rat - a - t + _____ + _____

pair - p + hat - a - t + _____ + _____ color

you - o - u + kepp - k - p + _____ + _____ color

ing + the - e + look - o - k + c + _____ + _____ color

On the lines below write a description of a student in your class. Use the words decoded above as a guide to what things to describe about that student.

STUDENT WORKSHEET

DISCUSS:

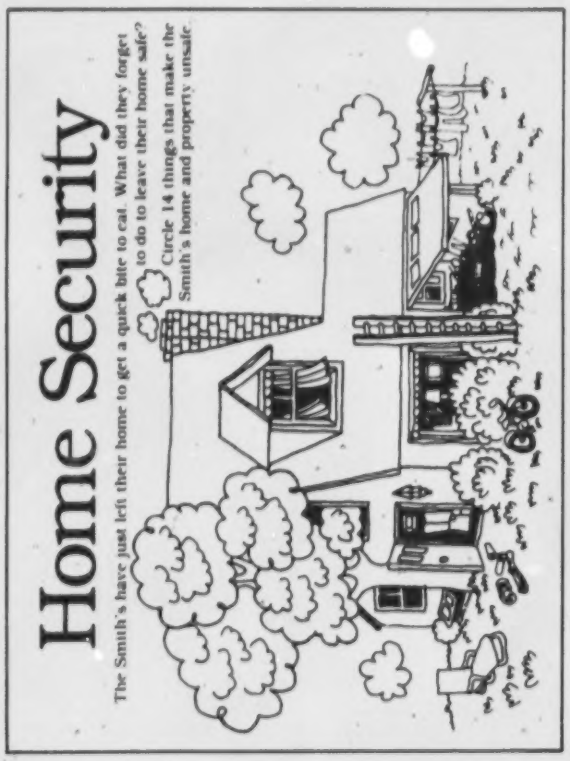
1. When you witness a crime what things should you try to remember about the suspect?
   - sex
   - race
   - age
   - hair color
   - eye color
   - description of clothing
2. What other things should you try to remember?
   - if a car is involved, the description of the car and the license number
   - description of items involved (e.g. in a robbery)

Have students read their descriptions and let other students try to guess who is being described.

HOME SECURITY
(STUDENT WORKSHEET Page 67)

Purpose: Student will demonstrate some dual responsibilities and rights of citizen-government

Distribute the worksheet to students. have them circle as many improper security measures as they can find.


Home Security
The Smith's have just left their home to get a quick bite to eat. What did they forget to do to leave their home safe? Circle 14 things that make the Smith's home and property unsafe.

Discuss proper measures of security for this particular house.

Answers:

14 Unsafe Things

1. low branches on tree reach window and roof
2. open window upstairs
3. basement window left open
4. bushes cover windows
5. lawn chair left outside
6. newspapers left on sidewalk
7. front door left open
8. fire left going in fireplace
9. picture window curtains not closed
10. ladder left against house
11. broken window in garage
12. garage door left open showing tools
13. bike left in yard
14. clothes left on line

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Family Checklist
(STUDENT WORKSHEET Page 68)

Purpose: Student will construct a law-rule for governing personal behavior in regard to activities on the playground, in the classroom or at home

Distribute the worksheet. DO NOT ALLOW STUDENTS TO COMPLETE THE WORKSHEET IN CLASS. **Read and discuss each statement, then have the checklist taken home and completed with parent(s).** It is not a good idea for students to share with one another what they do at home related to security measures.

Family Checklist

Take this checklist home and fill it out with your parent(s). Are you failing to take proper security measures in your home? Have one of your parents sign the bottom of the page and tear it off. Bring it to school to show your teacher that the checklist was discussed with your family.

Circle one of the following in front of each statement – N = Never, O = Occasionally, A = Always.

N O A 1 We keep outside doors locked when we are away from home, even if just for a minute.

N O A 2 We keep outside doors locked when we are in the house.

N O A 3 We keep windows locked when we are away from home.

N O A 4 We keep telephone numbers of police, fire and other emergency numbers posted near the telephone.

N O A 5 I know who is outside before I open the door to anyone.

N O A 6 Sliding glass doors are secured with special locking devices.

N O A 7 We use deadbolt locks on all outside doors.

N O A 8 We keep bicycles, tools, lawn equipment, etc. in the house, apartment or garage when not in use.

N O A 9 We have our possessions marked for identification and the serial numbers and descriptions recorded.

N O A 10 When we go away for several days, we stop deliveries of mail, newspapers, and milk.

N O A 11 When we go away we arrange for a trusted neighbor or friend to keep our lawn mowed, snow shoveled and whatever is required to give our residence an occupied appearance.

N O A 12 We cooperate by helping our neighbors look after their property when they are away.

N O A 13 I lock my bicycle to an immovable object when it is not in use, even if only for a minute.

N O A 14 We are careful with keys.

N O A 15 We keep our car or other vehicles locked, and we park them in well traveled, well lit areas.

N O A 16 We keep windows covered at night so people cannot look inside.

N O A 17 We report to the police suspicious activity in our neighborhood or crimes committed against us.

_____ and I have discussed home security measures which help keep us safe.
Signed

Have students return only the signed note from the bottom of the page.

STRANGER DANGER
Teacher Information

Purpose: To provide the teacher with background information related to youth and stranger involvement

Students should develop caution where strangers are concerned. Each student needs to know the basic signs of danger as well as techniques for dealing with situations encountered when alone. The definition of just who is a stranger may be approached through discussing who is not a stranger (immediate relatives, friends of the family and certain people in authority such as police, teachers, clergy, fire fighters, nurses, storekeepers, etc.). **Students should be made aware that many strangers are kind and need not be feared.** However, there are some strangers who act friendly, but who really intend to do harm. Students should be helped to feel confident that there is a way to deal with situations involving strangers. The teacher should try to clarify that students have no obligation to comply with requests from strangers other than those identified by their parents and teachers or persons recognized by uniforms as community helpers. The following concepts are important and appropriate for young students.

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1. Most strangers act friendly, but there are some who are not our friends. Even adults cannot always tell friendly strangers from other strangers.
2. We should stay away from strangers until they are approved by a parent or teacher, a trusted authority, or whoever is in charge of us.
3. Friendly strangers offering gifts or candy are not to be considered as friends. Student's first reaction should be to leave the scene and go to a safe place. They should tell the nearest authority (teacher, friend, parent, police officer or babysitter).
4. Never accept rides from strangers, go near or get into their car for any reason. It is necessary that students learn to distinguish between rides offered by strangers, no matter how friendly.
   a. Refuse the ride, get away from the car and continue on your way.
   b If the stranger keeps following, run or walk away in the opposite direction of the car. The car cannot reverse direction easily.
   c. If still followed, run and yell to attract attention.
   d. Find a busy store or a house where someone you know lives.
   e. Later, with a friendly adult to help, report any such persistent follower to the police.
5. Students should never stop to speak to strangers if they ask for directions. Discuss where students can find emergency help on the way to school with special reference to the immediate area. Encourage students to walk with a friend, but to take suitable precautions when walking alone. It should be emphasized that students should never get so near a stranger that they can be touched by them.
6. Students should know their full name and address but should never give them to a stranger. Students should understand that if they are lost and cannot find their way home, they need to look for help. The teacher should emphasize the kinds of people to look for in different situations when lost.
7. Students should always play or walk where they can be seen by other people or the person in charge. If possible, a student's route to school should not lead past abandoned buildings, woods or through vacant lots which cut them off from public view. If such hazards are unavoidable, students should be encouraged to walk with friends and not to loiter. Shortcuts should be discouraged.
8. Never allow a stranger into your house. Students should be instructed if a stranger knocks on their door, they should not open the door, but run and get an adult or an older brother or sister to answer the door for them.

NATIONAL CHILD SAFETY COUNCIL

The National Child Safety Council has prepared pamphlets appropriate for all ages of children on dealing with strangers. Check your local phone directory or call your local law enforcement agency to obtain the phone number or name of the NCSC representative in your area. You may also write to:

NATIONAL CHILD SAFETY COUNCIL
3146 Francis Street
Jackson, Michigan 49203

REDUCING VANDALISM
Teacher Information

Purpose: To promote student participation reducing vandalism

Vandalism is an ugly and growing problem. Few school buildings and other public buildings completely escape the vandal's mark.

The reasons why people vandalize are many and complex. However, the sources of vandalism are not so complex. Many acts of vandalism are committed by those who have developed negative attitudes toward rules, laws and authority. Vandalism is one way to "strike back." Through peer pressures and other inducements, casual acts of vandalism become more commonplace and occur with more frequency.

One way to reduce the ill effects of vandalism is to give students a stake in setting the conditions of their environment. When given a choice, young students will generally choose cleanliness and order over unkempt conditions. People generally conform to the conditions around them. If things are disorderly, people feel no need to be orderly. If, on the other hand, cleanliness and orderliness prevail, one is likely to feel a need to maintain that condition.

When a school activity gives students a stake in promoting cleanliness and orderliness, acts of vandalism will likely decrease. Active and continuous participation at every grade level will promote positive attitudes toward cleanliness and orderliness. As more positive attitudes are nourished and developed, they are likely to transfer to home and community.

DISCUSS:

(Adapt terminology to students' age and maturity levels.)

1. Do you like things around you to be clean or dirty? How does it make you feel when things are dirty? clean?

2. What are some improvements we can make in our room? school building? grounds?
3. How can we make sure each of us does the things necessary to keep things clean and orderly? (The last two minutes of each day devoted to cleaning and organizing the room will afford consistency and perpetuate positive attitudes.)

CHILD ABUSE AND NEGLECT

Teacher Information

Purpose: To encourage teachers to report suspected child abuse and neglect

Child abuse and neglect are serious and growing problems in today's society. More and more states are requiring, under penalty of law, that alleged abuse and neglect cases be reported by certain professionals. It is extremely important for teachers to have information about child abuse and neglect.

It is highly recommended that teachers become familiar with local policies and regulations and fully understand obligations.

The intent of the information furnished below is to offer teachers general direction. Check with your immediate supervisor to determine specifics for your locality.

What is an abused or neglected child?

"Abused child means a child under the age of eighteen years who exhibits evidence of serious physical or mental injury not explained by the available medical history as being accidental.

Section 3 Act 124 of 1975 Child Protective Service Law

What are some identifying signs of possible abuse?

1. bruises, abrasions, old-healed lesions, burns, scalding
2. evidence of dislocations, fractures
3. unexplained injuries
4. shows evidence of dehydration and/or malnutrition without obvious cause
5. unusual fearfulness
6. repeated injuries
7. evidence of sexual abuse

What are some identifying signs of possible neglect?

1. malnourished, ill clad, dirty
2. ill and lacking essential medical care
3. denied normal experiences that produce feelings of being loved, wanted, secure and worthy (emotional neglect)
4. failing to attend school regularly
5. constantly tired, "run-down" - possibly exploited or overworked
6. emotionally disturbed due to constant friction in the home, marital discord, mentally ill parents
7. exposed to unwholesome and demoralizing circumstances e.g. excessive drinking and/or drunkenness

Who reports alleged cases of abuse or neglect?

1. Any person who witnesses or suspects child abuse or neglect should report the incident.
2. Certain professionals are required by law, under penalty, to report alleged cases of abuse and neglect (i.e. doctors, nurses, teachers).

To whom should reports be made?

If you are a teacher, make your report to school authorities.

There is a Child Abuse Center in most cities and states. Anyone who suspects child abuse is taking place should contact this center. You DO NOT have to give your name, only the location and the abuse which you think has occurred.

Michael's Side Of The Story

This is Michael's story. But the story is not yet finished. Read the story. Then think it over. How do you think it could end?

The store was empty when Deon and I got there. I walked over to the comic books. Deon started talking to the clerk. Already, I was sorry I had come with Deon. Deon is always in trouble. But Deon is too big to mess with. If Deon asks you to go somewhere, you go.

In a few minutes, a customer came in and said something to the clerk. I looked up as they started to the back of the store. Then I went back to my comic book. I had just found my place when Deon whispered to me.

"Michael, come here a minute!"

Deon was standing on the other side of the store. I put my comic book down and walked over. Deon was leaning against a table. He was playing with some rings.

"See one you like?" Deon smiled.

"No," I answered. I started to turn away. Then out of the corner of my eye, I saw Deon pick up a ring. He slipped it into his pocket.

Then I got this feeling. If Deon took the ring, I would get in trouble.

"What do you think you're doing?!" I said.

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I slipped in the front door.

"Michael?" my mother called. "Where have you been?"

I didn't answer. I couldn't think.

"Michael!" my mother said again. "I asked where you have been."

"Nowhere," I said. I knew that was not good enough, but what else could I say?

Now my mother was mad. "Go up to your room," she said. "You can come down when you're ready to answer me!"

I started up the stairs. I was only halfway up the stairs when the telephone started to ring.

Who is on the telephone? Is it the store clerk? Is it Deon? What should Michael say to Deon? To his mother?

WRITE AN ENDING TO THIS STORY.

What Do You Remember?

DECODE THE WORDS BELOW TO FIND HELPFUL

FOR DESCRIBING A SUSPECT

1. List the letters to be added.
2. Cross out the letters to be substracted.
3. Unscramble the remaining letters to make a word.

Example: are – e + cap – ap = ar~~e~~c~~ap~~ = car

Texas – T – a = _____ = _____

bag – b + egg – g – g = _____ = _____

tack – t – k + leg – l – g + rat – a – t = _____ = _____

pair – p + hat – a – t = _____ = _____ color

you – o – u + keep – k – p = _____ = _____ color

ing + the – e + look – o – k + c = _____ = _____ color

On the lines below write a description of a student in your class. Use the words decoded above as a guide to what things to describe about that student.

_____

_____

_____

_____

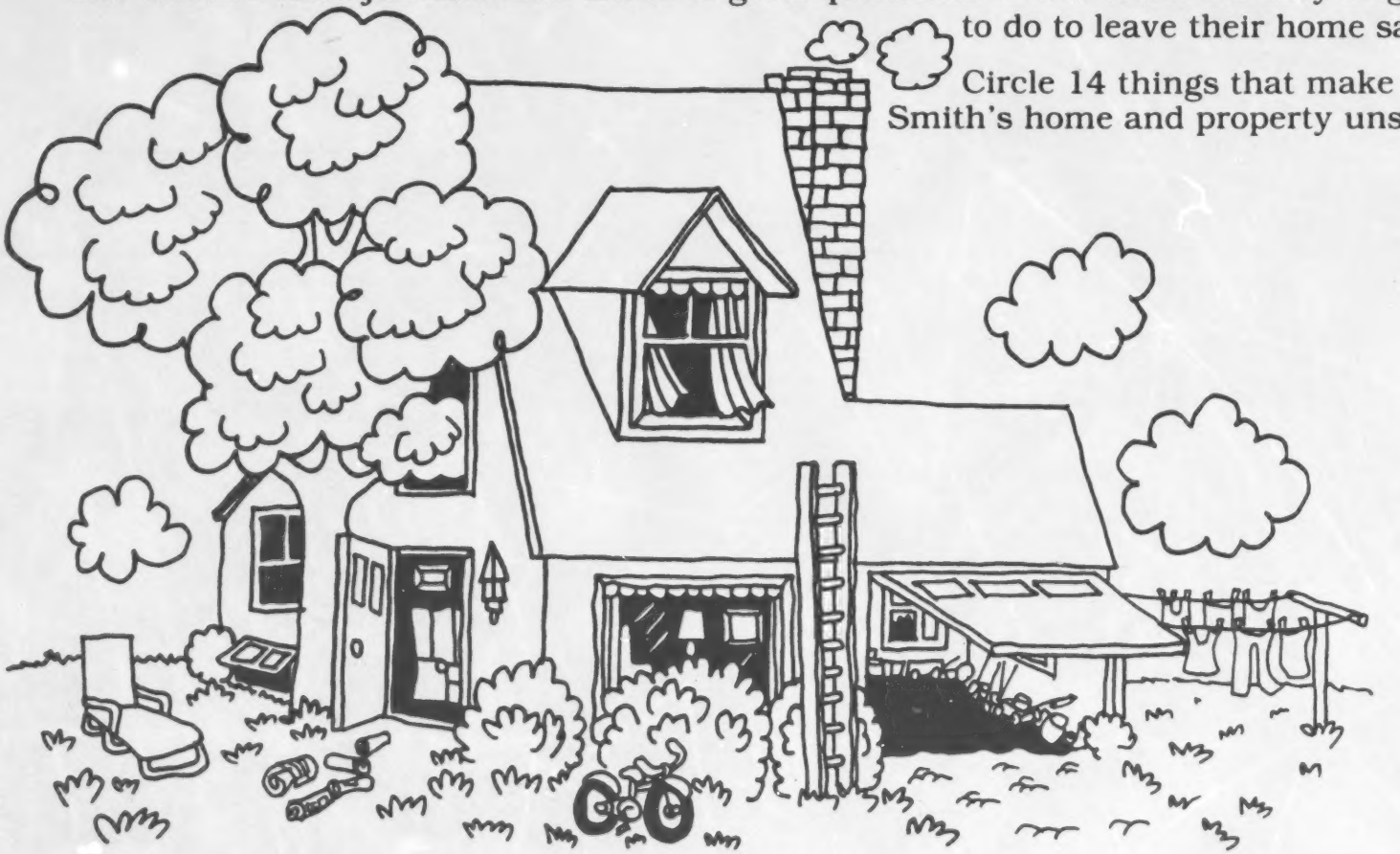
_____

_____

Home Security

The Smith's have just left their home to get a quick bite to eat. What did they forget to do to leave their home safe?

Circle 14 things that make the Smith's home and property unsafe.



Family Checklist

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Circle one of the following in front of each statement — N = Never, O = Occasionally, A = Always.

N O A 1. We keep outside doors locked when we are away from home, even if just for a minute.

N O A 2. We keep outside doors locked when we are in the house.

N O A 3. We keep windows locked when we are away from home.

N O A 4. We keep telephone numbers of police, fire and other emergency numbers posted near the telephone.

N O A 5. I know who is outside before I open the door to anyone.

N O A 6. Sliding glass doors are secured with special locking devices.

N O A 7. We use deadbolt locks on all outside doors.

N O A 8. We keep bicycles, toys, lawn equipment, etc. in the house, apartment or garage when not in use.

N O A 9. We have our possessions marked for identification and the serial numbers and descriptions recorded.

N O A 10. When we go away for several days, we stop deliveries of mail, newspapers, and milk.

N O A 11. When we go away we arrange for a trusted neighbor or friend to keep our lawn mowed, snow shoveled and whatever is required to give our residence an occupied appearance.

N O A 12. We cooperate by helping our neighbors look after their property when they are away.

N O A 13. I lock my bicycle to an immovable object when it is not in use, even if only for a minute.

N O A 14. We are careful with keys.

N O A 15. We keep our car or other vehicles locked, and we park them in well-traveled, well-lit areas.

N O A 16. We keep windows covered at night so people cannot look inside.

N O A 17. We report to the police suspicious activity in our neighborhood or crimes committed against us.

_____ and I have discussed home security measures which help keep us safe.

Signed _____

Supplementary Materials

UNIT I

Student Reading List

Alcock, Gudrun, **Run, Westy, Run.** New York: Lothrop, Lee and Shepard Co., Inc., 1966. (runaways)

Bell, Margaret, **Ride Out the Storm.** New York: Morrow, 1951. (Someone is unjustly accused of stealing.)

Black, Algernon D., **The First Book Of Ethics.** New York: Franklin Watt, 1965. (concept of ethics)

Burch, Robert, **Queenie Peavy.** Viking Press, 1966. (corrections)

Carroll, Sidney B., **You Be the Judge.** New York: Lothop, Lee, and Shepard Co., 1971. (rights in conflict)

Clymer, Eleanor, **Luke Was There.** New York: Holt, Rinehart and Winston, 1973. (solutions to conflict)

Cone, Molly, **Number Four.** Boston: Houghton Mifflin Company, 1972. (individual differences)

Fox, Paula, **How Many Miles to Babylon?** New York: David White Company, 1967. (runaways)

Graham, Lorenz, **Whose Town.** New York: Thomas Y. Crowell Company, 1969. (individual differences)

Gray, Genevieve, **Varnell Roberts, Super—Pigeon.** Boston: Houghton Mifflin Company. (individual differences and conflict)

Green, Constance C., **The Unmaking of Rabbit.** New York: The Viking Press, 1972. (individual differences)

Leach, Christopher, **Free, Alone and Going.** New York: Crown Publishers, Inc., 1972. (runaways)

Riekes-Mahe, **Lawmaking:** "Law in Action Series," St. Paul, Minn: West Publishing Co., 1975. (rights, conflict, lawmaking)

Riekes-Mahe, **Young Consumer:** "Law in Action Series," St. Paul, Minn: West Publishing Co., 1975. (rights and responsibilities)

Films and Filmstrips

THE AMERICAN REVOLUTION ROOTS OF REBELLION-Globe filmstrips, 175 Fifth Ave., New York, NY 10010-(Esq. Division), Inc. 65 E South Water Street, Chicago, IL 60601 (Rights and peaceful means of protest)

ANGRY WORDS, ANGRY FEELINGS – Me and My Family Series – filmstrip – 9 min. – Coronet Instructional Media – 1976

It seems that things usually get worse and worse when people get angry with each other. When Lisa and Martha are angry, they usually start shouting at each other. That's what happens when Lisa thinks Martha isn't doing her share of the cleaning. When Lisa takes time to explain the reason for her anger, both sisters feel better. Another time, Lisa and Martha are both disappointed when they can't visit their grandmother. But with Dad's help, they begin to figure out other ways they can get what they want.

DISCUSS:

1. Why did Lisa get so angry at Martha when Martha wouldn't stop watching television?
2. What important things did Martha learn when she talked with her father that she didn't know before?
3. Why was Martha upset when Lisa ate a sandwich in the kitchen? What did Lisa do to make Martha feel less angry?
4. What was the reason Father was angry when Martha and Lisa spilled water all over the bathroom floor?
5. What do you do when you get angry? Do you think there are any ways you can help control your anger? How can you help other people in your family to control their anger?
6. Why do things get worse when people get angry at one another? Do you think that explaining why you feel angry helps clear things up? Why?
7. Have you ever been angry about something that couldn't be changed? What else could you have done to try to get what you wanted?

SUGGESTED ACTIVITIES:

1. Children can be encouraged to draw pictures for a classroom or hall bulletin board display titled "You'll Know I'm Angry When I Look Like This." This might lead to a discussion in which children could share ideas about how we appear when we're angry and how we sense anger in others.
2. Working individually or as a whole, the class can make a list of "angry words."
3. Puppets can be used to role play situations seen in the filmstrip, using art experience to provide a vehicle for sharing feelings.

THE BATTLE OF LEXINGTON AND CONCORD (1775)-55 frames-13 min.

An angry public speech protesting the construction of an office building in a modern American city neighborhood sets the tone for an inquiry into the question, "When has a crisis situation gone too far for compromise?" The transition is made to 1775 and the crisis situation caused by the Boston Tea Party and other colonial protests against British rule. The British punish the Bostonians for their defiance and the colonies call the First Continental Congress to debate the crisis. They decide that British taxes are a form of enslavement, the acts against Boston

are unconstitutional and a standing British army in the colonies was illegal. Lord North in British Parliament suggests a compromise to the crisis, but news of the plan doesn't reach the colonies until after the event known as the Battle of Lexington and Concord. The viewer is placed in the position of King George III of England to decide whether to try compromise or send more British troops to America. (conflict)

BLACK RABBITS & WHITE RABBITS-filmstrip, cassette-Sunburst Communications, Pound Ridge, NY
An open-ended story about two groups of rabbits. The white rabbits enslave the black rabbits. The white rabbits are eventually overthrown themselves and the black rabbits have to decide whether it is best to keep the white ones as slaves or to let them go. Useful for discussion of civil rights and concepts of fairness.

THE BOSTON MASSACRE (1770)-53 frames-12 min.
Students of an American college campus have taken over a building as part of their protest, troops are called in to restore order and violence erupts. This modern day setting furnishes the motivation for inquiring into violence in colonial Boston 1770 when the people challenged British troops occupying the city to enforce the new customs duties. The Boston Massacre is re-enacted and the trials of the British soldiers are documented. John Adams leads the defense of the soldiers after their commander, Captain Preston, is acquitted. The witnesses are heard and the arguments summarized as the viewer is put in the role of jurist to decide whether the soldiers are guilty of murder, manslaughter or not guilty. (due process, deals with manslaughter)

THE BOSTON TEA PARTY (1773)- 50 frames-11 min.
A business meeting crisis introduces the idea that business has sometimes tried to get favors from government at the expense of the public interest. The idea is then moved to historical context of 1773 as the British East India Company faces failure unless the government helps them to compete with the lower-priced Dutch tea being sold in the colonies. Parliament makes a deal with the company and enacts the arrangements into law with the Tea Act. The tea monopoly which resulted enrages the colonists. The acts of protest lead to the Sons of Liberty dumping a shipment of British tea into Boston harbor under cover of night. Now the British were enraged at this open defiance of their government and its laws. The viewer is then placed in the position of a British government official who must decide what action to take as a result of this act of protest. (conflict, rights issue)

FOUNDATIONS OF JUSTICE-filmstrips and cassettes-Charles E. Merrill Pub. Co. (Law in Am. Society Foundation, Arlene F. Gallagher and Robert H. Ratcliffe, 1975)

GREAT RIGHTS (THE)-film-16mm-14 min. color-MacMillan Films, Inc. (Brandon Films, Thomas Brandon)-1963
Animated cartoon showing what might happen if the Bill of Rights were no longer here: censorship of papers and movies, arrest for expression of opinion, closing of churches, disappearance of due process, unlawful searches, no protection against self-incrimination.

IT'S NOT FAIR – Me and My Family Series – filmstrip – 9 min. – Coronet Instructional Media – 1976

Everyone in the Stevens family thinks that something is unfair to him or her. Chris thinks it's unfair that Daryl never has to take out the garbage. Sometimes Daryl and Chris are so noisy that Dad can't hear the football game. Mother thinks it's unfair that she still has to do all the housework now that she's working full time. Finally the Stevenses take the time to explain carefully to each other just why they feel that something isn't fair. They find understanding how the other person feels makes it easier to think of ways to solve the problem.

DISCUSS:

1. Why did Daryl feel it wasn't fair when Chris got a package? How did he feel after he heard the reason? How would you feel if you were Daryl?
2. Why did the father in the filmstrip feel that he wasn't being treated fairly?
3. How did Chris' father help him understand why it was his chore to take out the garbage?
4. What did the mother in this filmstrip feel about what her family expected her to do? Why did she think this was unfair? What did the family do to solve this problem?
5. What kinds of problems about unfairness do you have in your family and what do you do when you think you are being treated unfairly?
6. Whom in the filmstrip do you feel most like? Why?
7. When something is unfair, how does talking about it help? Does talking always solve the problem?

SUGGESTED ACTIVITIES:

1. Have students write a story that begins with the words, "I think it is unfair at home when . . ."
2. Parents could be invited to the classroom to share recent situations at home involving fairness.

IT'S YOUR FAULT – Me and My Family Series – filmstrip – 9 min. – Coronet Instructional Media – 1976

In almost every family, people have problems with blaming each other. Donna and Artie have just been to the store. They're blaming each other, because somebody forgot the tomatoes. Often when people blame each other, they start to argue.

When Donna and Joey spill paint on the table, they fight about who did it, instead of cleaning up the mess or thinking of a way to avoid an accident the next time. Joey, Donna and Artie discover that solving the problem is more important than finding out whose fault it is.

DISCUSS:

1. Why did Donna and Artie return from the store without the tomatoes needed for supper? How could they have solved their problem with the tomatoes, instead of just blaming each other?
2. Why did Artie and Donna get into the argument about the skate key? How did they solve the problem? Do you think what they did will help?
3. How did Donna, Artie and their parents figure out a way to keep Marco out of the house?
4. Why did Joey and Donna blame each other when red paint was spilled on the table? What did Joey mean when he said "It doesn't matter whose fault it was."?
5. Does blaming ever happen in your house? Why do you think people blame each other? What are they feeling?
6. Why doesn't blaming help? What does it often lead to?
7. Why is it always better to work to solve a problem instead of finding out whose fault it is?

SUGGESTED ACTIVITIES:

1. Dramatize some of the episodes from the filmstrip, such as "The Skate Key" or "The Spilled Paint". A discussion should follow to find out how the children playing the parts felt. A new perspective might be gained by changing roles, so that the pupils can see what it would be like to be the other person.
2. At the beginning of a wall mural, write an introductory statment about one of the unfinished episodes from the filmstrip. As a creative writing experience, the children can finish the story the way they think best. The results could be mounted on the mural.

LAW AND JUSTICE FOR THE INTERMEDIATE GRADES-filmstrips and cassettes

1. *THE CASE OF THE BLUE AND WHITE WHISTLE*
2. *THE CASE OF THE STOLEN HUB-CAP*
3. *THE CASE OF THE BOSS'S SON (conflict)*

All involve open-ended questions about situations in which difficult decisions must be made.

THE PUNISHMENT FITS THE CRIME-filmstrip, cassette-Schloat Productions-A Prentice Hall Company-150 White Plains Road-Tarrytown, NY 10591

PURITAN EXPERIENCE-MAKING A NEW WORLD-film-color-31 min.-Learning Corp. of America-1975
Describes Puritan Massachusetts in 1640 and the plight of Charity Higgins, who was captured by the Indians, and forcibly returned to the Puritan community. Depicts how Charity becomes outraged by the Puritan treatment of the Indians and rebels against Puritan doctrine. (rights, conflict, and old punishments)

THE SEARCH WARRANT DISPUTE (1761)-51 frames-12 min.
A modern day police raid in search of drugs is the background for posing the question, "Where do you draw the line between the right of a person to be safe in his own home and the need of the government to enforce the law?" The question is then transposed to 1760 in Boston. A customs official search of a shipping merchant's house for smuggled goods using a writ of assistance states the issue in historical perspective. The abuses of the writs of assistance lead to Boston merchants opposing their renewal after King George II of England dies. The merchants hire James Otis to fight their case in court. Otis is opposed by Jeremiah Gridley in what proves to be a dramatic courtroom case representing the colonists' first act of opposition to Great Britain's rule. Chief Justice Hutchinson and the viewing audience are left to judge the case after all the arguments are heard.

THE STAMP ACT RIOTS (1765)-55 frames-11½ min.
Public protest over our government's Viet Nam policies provide the springboard to asking the question, "Do protests like these achieve their purpose" and relating them to the protests of colonial Americans against British policies in the 1760s. The historical issue of 1765 was the Stamp Act. The British and American points of view are contrasted and two Stamp Act Riots in Boston are documented, one aimed at the local stamp agent and the other against Thomas Hutchinson. Contrasts the reactions of Bostonians, English Parliament and the Stamp Act Congress to the riots, asks the viewer to decide the question of whether Parliament should repeal the Stamp Tax or send troops to America to enforce it. (rights)

SUNSHINE VALLEY (resolving conflict-talks about Indian vs. settler)
Centers on conflicts over land use and rights when Martians buy air above Sun Valley and build huge mushroom-shaped houses which block out the sun.

TWICE THE PRICE (a value judgment) Two boys pass out leaflets protesting a rise in school milk prices.

WHY CAN'T I? – Me and My Family Series – filmstrip – 9 min. – Coronet Instructional Media – 1976

In every family, there are times when people can't do what they want. Suzy wants to run to the park by herself, but she's too young to cross the street alone. Don isn't allowed to ride his bike to the model shop, but by waiting a while, he gets his father to give him a ride. Sometimes people aren't willing to accept anything but exactly what they want. But usually family members can work together to find ways to get something just as good.

DISCUSS:

1. Why couldn't Suzy's mother let her run into the street?
2. Why didn't his father let Don stay up to watch the monster movie? What did he let Don do instead?
3. How did Don solve his problem so he could still get to the model shop?
4. Did Linda feel better when she knew there was a good reason why she couldn't have Don's yellow crayon?
5. What did Suzy do instead when she found out she couldn't wear her mother's red shoes?
6. What do you usually do when your parents tell you that you can't do something?
7. Can you think of some things at home that you aren't allowed to do? Are there good reasons for some of those things?
8. Do you think there are times when you could find something else that would satisfy you when your parents tell you that you can't do something?

SUGGESTED ACTIVITIES:

1. The above discussion questions should help children identify some situations that have happened to them. Children can be encouraged to look through magazines for pictures which illustrate things that happened in the filmstrip, or in their own lives. The pictures could be used for a bulletin board display.
2. Children can be introduced to cartoon-style art to illustrate some of the situations seen in the filmstrip. Younger pupils can limit the cartoon to two frames. Older children can use four frames. Stick figures can be used for characters, and dialogue can be shown in balloon shaped circles.

UNIT II

Student Reading List

LaFarge, Phyllis, **Abby Takes Over.** Philadelphia: Lippincott, 1974. (authority)

Brindze, Ruth, **All About Courts and the Law,** New York, Random House, 1964.

Riekes-Mahe, **Courts and Trials and Lawmaking:** "Law in Action Series," St. Paul, Minn: West Publishing Co., 1975.

Ratcliffe, Robert H., **Law in a New Land,** New York: Houghton Mifflin Co. 1971. (rules, rights, conflict)

Henry, Marguerite, **Mustang.** Chicago: Rand McNally & Co., 1966 (actual case of a woman's struggle to save mustangs by getting a bill made into a law.)

Weiss, Ann E., **Save The Mustang** — "How a Federal Law is Passed," Messner, 1974.

Winn, Marie, **Shiver, Gobble and Snore: A Story About Why People Need Laws.** New York: Simon and Schuster, 1972. (the necessity for laws)

Shore, June L., **What's the Matter with Wakefield?** Nashville, Tennessee: Abington, 1974. (law-related concepts such as honesty, responsibility)

Kijelgaard, Jim, **Wolf Brother,** Holiday, 1957. About injustice to Indians — based on Geronimo (misuse of authority)

Films and Filmstrips

CHEETAH-filmstrip-Guidance Associates-What Do You Do About Rules Series

I'M JUST A BILL-movie-3 min.-Xerox Corp.-1976
Follows an animated bill as it winds its way to Washington where it struggles through the House and Senate. Cartoon style features rock music background.

INTRODUCTION TO LAW: TRIAL ON THE MOON-movie or film-Law-Focused Audio Visual Series-Law in Am. Society Foundation (Law in Am. Society Foundation, Robert H. Ratcliffe and John W. Wick, 1972)
Boys stranded on the moon must create their own rules and standards of behavior. When some lunch rations are missing they must decide if the accused should be tried before he is punished. Includes "stops" to aid discussion.

OOG AND UGH
Two cavemen try to settle a dispute over the ownership of a sabertoothed tiger. It exlains the roles of members of a courtroom. (due process)

THE OWL WHO GAVE A HOOT-filmstrip, Consolidated Film Industries, Hollywood, CA-1972

TREE HOUSE
A challenge in democracy. A group of children build a tree house and must overcome organizational problems. (need for rules)

WITCHES OF SALEM (THE): THE HORROR AND THE HOPE-film-16mm-35 min.-American History Series-Learning Corporation of America-(Azzarella Unlimited, 1972)
Taken from the actual records, the background and trial of the Salem "witches" is dramatized. The film raises issues connected with due process, freedom of religion, power conflicts, checks and balances, and individual rights.

WHY WE HAVE LAWS: SHIVER, GOBBLE AND SNORE — 16mm — 7 min. — Learning Corporation of America — 1970

A humorous trio of characters escapes to a land without rules and finds it impossible to live peacefully. This clever animated cartoon illustrates the need for laws to live in today's complex world.

UNIT III

Films and Filmstrips

SO I TOOK IT — 16mm — 10 min. — Motorola
Shoplifting costs U.S. retailers and their customers billions of dollars a year — and the majority of first offenders are pre-teen girls. The film shows how an average young girl is caught up in a snowballing nightmare of shoplifting, beginning with peer pressure and ending with involvement of her younger brother. Filmed in actual retail locations, program shows consequences of shoplifting along with modern detection/apprehension technology.

Film Distributors

CORONET INSTRUCTIONAL MEDIA
65 E. South Water Street
Chicago, Illinois 60601

FILMFAIR COMMUNICATIONS
10900 Venture Boulevard
P.O. Box 1728
Studio City, California 91604

LEARNING CORPORATION OF AMERICA
1350 Avenue of the Americas
New York, New York 10019

MOTOROLA
4828 N. Scott Street
Suite 26
Schiller Park, Illinois 60176

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CONTACTS FOR ADDITIONAL INFORMATION ON DRUG AND ALCOHOL ABUSE PREVENTION

Philip Brown, Chief
Division of Training and Prevention
Governor's Council on Drug and
Alcohol Abuse
2101 N. Front Street
Harrisburg, PA 17120
717-783-8200

ENCORE — They serve as a statewide clearinghouse for literature and films; keep a well-stocked library of research and prevention materials; put out a bi-monthly newsletter called *Inside Dope*; and publish a comprehensive guide to drug and alcohol services in the state. The address is:
ENCORE
Box 2773
Harrisburg, PA 17105
toll free (800) 932-0912
All material is free and they can provide a list of their holdings.

For IU 22, 23, 24, 25 or 26 contact:
Thomas H. Stecher
Delaware County IU
Sixth and Olive Streets
Media, PA 19063
(215) 565-4880, ext. 72

For IU 14, 17, 18, 19, 20, 21 or 29 contact:
Kathleen T. Marinari
Berks County IU
2900 St. Lawrence Avenue
Antietam Valley Center
Reading, PA 19606
(215) 779-7111

For IU 8, 10, 11, 12, 13, 15 or 16 contact:
Margaret E. Rockenbeck
Central IU
R.D. 1 Radio Park
Philipsburg, PA 16866
(814) 342-0884

For IU 1, 2, 3, 4, 5, 6, 7, 9, 27 or 28 contact:
Megan W. Smith
Midwestern IU
Maple Street
Grove City, PA 16127
(412) 458-6700

For more information about the Addictions Prevention Network you can also contact:
Jay M. Strunk
Delaware County IU
6th and Olive Streets
Media, PA 19063
(215) 565-4880 or
(717) 783-2528

GLOSSARY

BOLD PRINT – indicates teacher definition
light print – indicates a simplified student definition

APPEAL — REQUEST FOR REVIEW, BY A HIGHER COURT, OF A DECISION MADE BY A LOWER COURT
— A procedure in which a higher court is asked to look at a trial that was held in a lower court because one side in the case says that there was a mistake in the first trial.

ATTITUDE— A FEELING OR EMOTION TOWARD SOMEONE OR SOMETHING
— one's feelings about persons, places, things and actions

AUTHORITY— POWER OR ABILITY TO INFLUENCE OTHERS' BEHAVIOR
— being the boss, leader; able to tell others what to do

BAILIFF — AN OFFICER SIMILAR TO A SHERIFF OR HIS DEPUTY, EMPLOYED TO EXECUTE WRITS AND PROCESSES, MAKE ARRESTS, KEEP ORDER IN THE COURT
— a court officer who keeps order and delivers messages in the court

CIVIL LAW — LAW THAT PROTECTS THE PRIVATE RIGHTS OF INDIVIDUALS
— legal action brought against one person by another

CLERK — ONE WHO KEEPS THE LEGAL RECORDS AND PERFORMS THE ROUTINE BUSINESS OF COURT
— a court officer who opens the trial and swears in the jury

COMPROMISE — A SETTLEMENT OF DIFFERENCES BY MUTUAL CONCESSIONS

CONFLICT— OPPOSING BELIEFS, INTERESTS, OR ACTIONS
— a problem to be solved either with self or others

CONSUMER — ONE WHO USES UP A COMMODITY OR SERVICE
— a person who buys or uses anything

CRIME— AN ACT IN VIOLATION OF THE LAW
— breaking the law

CRIME PREVENTION — WHEN PEOPLE TAKE NECESSARY ACTIONS TO TRY TO KEEP THEMSELVES, THEIR PROPERTY AND OTHER PEOPLE FROM BECOMING VICTIMS
— when people take necessary actions to try to keep themselves, their property and other people from becoming victims

CRIMINAL CASE — A COURT ACTION BY THE GOVERNMENT TO TRY TO FIND AN ACCUSED PERSON WHO IS GUILTY OF COMMITING A CRIME

DEFENDANT — A PERSON AGAINST WHOM A LEGAL ACTION IS BROUGHT
— the person who is accused by another

EVIDENCE — FACTS: PROOF: A STATEMENT OR A THING THAT MAKES CLEAR SOMETHING IS TRUE OR HAPPENED
— the objects or facts used to prove something in court

FEELING— AN ATTITUDE OR EMOTION TOWARD SOMEONE OR SOMETHING
— what we believe or think about someone or something

JUDGE — **A PERSON APPOINTED OR ELECTED TO HEAR AND DECIDE QUESTIONS OF LAW IN COURT CASES, AND TO MAKE CERTAIN THAT FAIR PROCEDURES ARE USED**
— the person in charge of the court who makes sure the trial is fair

JURY — **A GROUP OF PEOPLE (USUALLY TWELVE) CHOSEN BY LAW AND SATISFACTORY TO BOTH SIDES OF THE LAWSUIT, TO DECIDE THE FACTS OF A CASE**

LABEL — **A SLIP OF PAPER MARKED TO INDICATE ITS NATURE, OWNERSHIP, DESTINATION ETC.**

LAW — **A SET OF RULES OR REGULATIONS BY WHICH A PARTICULAR GROUP OR COMMUNITY REGULATES THE CONDUCT OF THE PEOPLE WITHIN IT**
— an official set of rules

LAWYER — **A PERSON WHO IS TRAINED AND QUALIFIED TO GIVE LEGAL ADVICE AND TO ACT FOR OTHERS IN COURT**

PLAINTIFF — **THE PERSON OR PARTY WHO FILES A COMPLAINT AND BRINGS A LEGAL ACTION AGAINST ANOTHER PERSON OR PARTY**
— the person who brings legal action against anotner

PUNISHMENT — **A PENALTY FOR A CRIME ACCORDING TO LAW**

RESPONSIBLE — **RELIABLE, TRUSTWORTHY**
— carrying out a job or doing what you are expected to do

RIGHTS — **JUST CLAIMS ACCORDING TO LAW**

RULE — **SOMETHING WRITTEN OR SAID WHICH TELLS US HOW TO ACT**
— something written or said which tells us how to act

SAFETY — **PROCESS OF REDUCING OR AVOIDING VICTIMIZATION**
— keeping away from places or people that will harm us
— acting so we will not get hurt

SEARCH WARRANT — **A WRITTEN ORDER GIVEN OUT BY A JUDGE OR OTHER AUTHORITY, DIRECTING A LAW OFFICER TO SEARCH A PARTICULAR PLACE FOR UNLAWFUL GOODS OR FRUITS OF A CRIME**

SENTENCE — **THE FINAL DECISION OR JUDGMENT OF A LAW COURT, IN WHICH THE JUDGE STATES THE PUNISHMENT TO BE GIVEN A PERSON FOUND GUILTY OF A CRIME**
— the punishment given by the judge to a person convicted of a crime

SHOPLIFTING — **ILLEGALLY REMOVING GOODS FROM A STORE WITHOUT PAYING FOR THEM**
— when someone takes something from a store without paying for it

STEALING — **TAKING SOMEONE'S PROPERTY WITHOUT PERMISSION FROM THE OWNER**
(synonym - theft, larceny)
— taking someone's property without permission from the owner

TESTIMONY — **EVIDENCE GIVEN BY A WITNESS UNDER OATH**
— facts given by the witness after he or she swears to tell the truth

VALUE — **AN IDEAL OR BELIEF THAT ONE HOLDS IMPORTANT**
— something considered important and worthwhile

VANDALISM — **DELIBERATELY DESTROYING PROPERTY**
— deliberately destroying property

VERDICT — **A DECISION MADE BY THE JURY DURING A TRIAL**

VICTIM — **ONE WHO IS HARMED PHYSICALLY (BODY), MENTALLY (MIND), OR FINANCIALLY (MONEY)**
— one who is harmed physically (body), mentally (mind) or financially (money)

VULNERABLE — **TO BE UNPROTECTED OR IN DANGER OF BECOMING A VICTIM**
— to be unprotected or in danger of becoming a victim

WITNESS — **PERSONS WHO TELL IN COURT, UNDER OATH, WHAT THEY BELIEVE TO BE THE FACTS IN A CASE**